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ABSTRACT

This module, Health, is one of five from Project DECIDE, which was created to design, develop, write, and implement materials to provide adult basic education administrators, instructors, para-professionals, and other personnel with curriculum to accompany the Indiana Adult Basic Education Curriculum Guide, "Learning for Everyday Living." It contains 12 instructional packages, called Student Activity/Task Packets (SATs). Subjects of SATs in this module are first aid and safety, community health services, pregnancy, family planning, child rearing, adolescents, interaction in the family, diet/meal planning, drugs, and terminal illness and death. Each packet contains a teacher guide, a pre-post test and answer key, a student guide, student response booklet, instructional activities, and answer key. Each packet covers one or more related objectives. Other modules in the series include consumer economics, occupational knowledge, community resources, and government and law. (CT)

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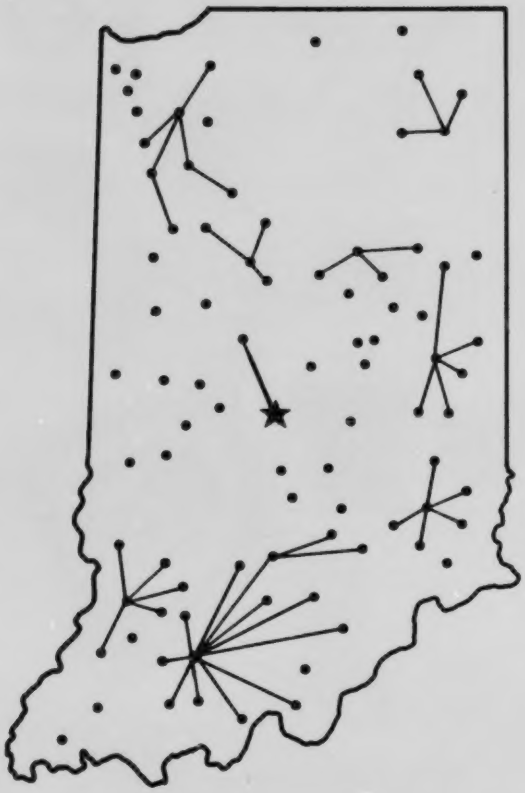

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Health

PURPOSE

The purpose of Project DECIDE has been to design, develop, write and implement materials to provide adult basic education administrators, instructors, para-professionals and other personnel, with curriculum to accompany the Indiana Adult Basic Education Curriculum Guide, *Learning for Everyday Living*. This is in keeping with the Adult Education Act (P.L. 91-230) Section 302 which states that adult education programs should provide opportunities "to enable all adults to acquire basic skills necessary to function in society."

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By

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PREFACE

The diversity of the adult population in the United States today presents special challenges for developing programs of instruction. Widely varying socio-economic backgrounds, educational levels and special interests/needs affect the development of instructional programs, especially for the adult basic education student. Thus the major focus of Project DECIDE has been to develop learning materials in the area of competency-based education to help facilitate and to provide flexibility and diversity for teaching life skills identified through studies as being the most important in producing citizens who can lead productive lives in the complexity of today's society.

The generated materials are based on fifty-eight objectives as stated in *Learning for Everyday Living*; in the areas of consumer economics, occupational knowledge, health, community resources, and government and law. The competency-based packets are written expecially for adult basic education students who are functioning at Level I, Phase I and II. Level I is comparable to reading grade levels 0-8. Phase I equals 0-4 reading grade level; Phase II equals 5-8 reading grade level. The curriculum has been developed and organized into instructional packages called Student Activity/Task Packets (SAT Packets). Each of the Student Activity/Task Packets contains a teacher guide, a pre/post test and answer key; a student guide, student response booklet, instructional activities and answer key. Each packet covers one or more related objectives and has as its base one or more of the activity/task statements verified in *Learning for Everyday Living.*

Where possible, additional and inexpensive commercial and non-copyrighted information has been incorporated into the learning materials. In addition, instructors and students can acquire pamphlets from local, state, and national governmental agencies, private business organizations and the local newspapers, to supplement the curriculum materials. The Guide should be studied and used to clarify, emphasize, and further benefit the instructional process. The materials can then be adapted for lower or higher functioning adult students. Independent, group work, one-to-one tutorial and the buddy system are suggested methods of instruction.

With these procedures, it can be safely assumed that enough pertinent information has been assembled to help an adult basic education student learn to succeed in every day living. These materials are such that classes and instruction are most effective when learning takes place in an informal and less traditional format or environment than the regular school approach. *The Student Interest Survey* provided will help the student and instructor define and identify the areas of need. The learner's goal will give direction to the specific objectives assigned. Having the SAT Packets placed into ring binders will allow flexibility in using and updating materials in the future. The six-volume set, Consumer Economics I, Consumer Economics II, Occupational Knowledge, Health, Community Resources and Government & Law, will be manageable on the classroom shelf.

We believe this material will provide adult educators with the basic core of materials needed to assist adult learners with the skills necessary to make life meaningful. Each one who has shared in the total process of this project has contributed a part of their own philosophy. The time devoted to researching, writing, testing, teaching, evaluating, re-writing and publishing the materials, represents two years of total commitment to, not only the project curriculum materials, but also to a special philosophy of Adult Basic Education that signifies progress for today and tomorrow.

Ruth E. Huffman
Director, Project DECIDE

ACKNOWLEDGEMENTS

Developing materials for use in adult basic education programs requires expertise, support and contributions from both the adult educators and adult learners for whom the materials have been developed; therefore, the project staff wishes to extend thanks to all of those who have provided us with invaluable assistance and service.

The Baker Adult Basic Education Center, located at West Central Joint Services, provided the base for field testing the Student Activity/Task Packets. This phase of the project insured the genuine quality of the curriculum materials. So special thanks is extended to Dr. Rolla Pruett, Director of West Central Joint Services; and the ABE staff, Lillian Commons, Betty McElroy, Punyavathi Moorthy, Rolla Pruett, Jr., and Mary Molter, who also served as staff assistant on the project to maintain continuity with the Baker Center.

In addition to the regular project staff, significant contributions have been made by others: Gayle Bush, research writer and author; Dorothy Murphy, editorial assistant and advisor.

This has been a two-year project and we extend thanks to those staff members who served during the first year: Suzanne West, Dora McQuade and Cathy Masterson; Rosemarie Dewey and Barbara Archer for technical assistance.

Adult Basic Education Directors/Coordinators have assisted us greatly by hosting dissemination workshops for Project DECIDE. Our special thanks to:

Vickie Hobbs, Shelbyville; Barbara Bevelhimer, Logansport;
Sondra Cox, Portage

An innovative project is not complete without on-going and summative evaluation. Our appreciation is extended to those who have made this valuable service possible.

Edward Robbins, Indiana University
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A project of this dimension requires extensive cooperation between all agencies involved. The Indiana Department of Public Instruction, Division of Adult & Community Education has strongly supported and encouraged our efforts. So sincerely we say thanks to: Mary Williams, Director; Linda Zeiler, Supervisor of Special Projects; Timothy Wells, Reading and Special Needs Consultant; and Theodore McKnight, Curriculum Consultant.

The Metropolitan School District of Wayne Township has served as the agent responsible for funds and personnel for the project. Credit is due: Dr. Edward Bowes, Superintendent; Ralph Chandler, Ass't. to the Superintendent; and the business office personnel who have devoted time and effort to Project DECIDE.

HEALTH

GOAL: To insure good mental and physical health for the individual and his family.

H-1	FIRST AID & SAFETY
H-2	COMMUNITY HEALTH SERVICES
H-3	PREGNANCY
H-4	FAMILY PLANNING
H-5	CHILD REARING
H-6	ADOLESCENTS
H-8	INTERACTION IN THE FAMILY
H-10	DIET/MEAL PLANNING
H-11	DRUGS
H-12	TERMINAL ILLNESS and DEATH

H-1: FIRST AID AND SAFETY
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT Packet the adult learner will understand accident prevention through basic safety measures and be able to take the necessary action in an emergency situation.

INTRODUCTION:

This SAT Packet contains information on basic first aid and safety. In addition to first aid techniques, there is material on severe weather and home safety in this packet.

ADAPTABILITY:

This packet is easily adaptable for individualized and one-to-one tutorial instruction.

READING LEVEL:

The student should experience success with this packet if he/she reads at Level I, Phase II.

MATHEMATICAL SKILLS:

The student will need a basic knowledge of addition and subtraction to complete Activity 3 in this packet.

PRE/POST TEST:

The pre/post test is to be administered before and after the student has completed the SAT packet. There are twenty-five questions on the test. The student should score at least 85% in order to test out of the packet.

Answers to Pre/Post Test:

1.	B	6.	C	11.	F	16.	T	21.	T
2.	A	7.	B	12.	T	17.	T	22.	F
3.	C	8.	B	13.	F	18.	F	23.	T
4.	C	9.	C	14.	F	19.	T	24.	F
5.	A	10.	A	15.	T	20.	F	25.	F

ADDITIONAL MATERIALS NEEDED:

1) American Red Cross, **Basic First Aid Book 1**, Doubleday & Co., Garden City, N.Y.
2) Local telephone book

SKILLS OBJECTIVES

Reading
- Develops vocabulary
- Locates written information
- Follows directions
- Uses graphs, tables and charts

Writing
- Makes lists
- Organizes factual information

Speaking, Listening, Viewing
- Seeks information
- Identifies purpose
- Conveys information
- Derives personal relevance

Problem Solving
- Defines problem
- Obtains information
- Plans alternatives
- Determines plan of action

Interpersonal Relations
- Explains personal viewpoint
- Understands others' viewpoints

Computation
- Adds decimal numbers
- Adds percents
- Figures percentages

PRE/POST TEST
H-1: FIRST AID AND SAFETY

Multiple choice:

1) Which of the following is the correct treatment for a bad burn?
   a. Treat it with burn ointment.
   b. Wrap it with clean cloths.
   c. Break any blisters.
2) You should use a splint for which of these injuries?
   a. Broken leg.
   b. Head fracture.
   c. Severe arm burn.
3) Which of the following is a good way to warm frostbite?
   a) Put the frostbitten part in hot water.
   b) Rub the frostbite hard.
   c) Wrap the frostbite in a blanket.
4) If you are in the car and spot a tornado, what is the **best** thing to do?
   a. Stop the car and lie on the floor.
   b. Drive away as quickly as possible.
   c. Look for a building to take cover in.
5) A good way to stop bleeding is to:
   a. Press on the wound.
   b. Elevate the bleeding part.
   c. Find the pressure point in the neck.
6) Immediate hospital care is needed for which of the following?
   a. Heavy bleeding from the leg.
   b. Small chemical burn.
   c. Heart attack.
7) If someone has a small burn you should:
   a. Put butter on it.
   b. Put it in cold water.
   c. Go to the emergency room.
8) What is the best way to put out an electrical fire?
   a. Pour water on it.
   b. Use a chemical extinguisher.
   c. Smother it with a blanket.
9) The safest place to be during a tornado is:
   a. In the middle of the house on the floor.
   b. In the southwest corner of the bathtub.
   c. In the basement.

10) The first thing to do for a chemical burn is to:
   a. Wash it with water.
   b. Bandage the burn.
   c. Apply burn medicine.

True & False: (Circle T or F)

11) T F It is best to have a person sit up if he/she is bleeding from the mouth.
12) T F It is possible for someone to bleed to death in 60 seconds.
13) T F More people die in fires than from falls.
14) T F A movie theater is a safe place to be during a tornado.
15) T F You could die if you touch someone who is being shocked by electricity.
16) T F If you are caught in a blizzard, you should stay in your car.
17) T F A person can die of shock.
18) T F If a child swallows poison, always make him vomit immediately.
19) T F If a chemical burns your eye, wash it for about two minutes.
20) T F If you have a blister caused by a burn, you should pop it.
21) T F Vomiting, after a head injury, is a sign of possible trouble.
22) T F You should use water to put out trash and grease fires.
23) T F A person who has frostbite may not realize it.
24) T F If a person stops breathing, you should pound on his/her chest.
25) T F Electricity cannot travel through water.

To the student . . .

This packet includes information on what to do if someone has a bad burn or severe bleeding. You will find out what to put in a first aid kit. There is a part on common accidents such as fire and falls around the home. There is also a section on severe weather problems.

When you finish this Student Activity/Task Packet, you will know how to make the place where you live safer. You will also know what to do in a medical emergency.

BASIC FIRST AID

In this part you will find out how to treat common injuries such as cuts, burns, and broken bones. You will learn the signs of serious head injury.

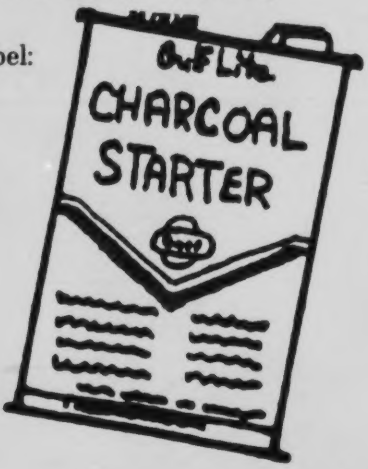
For this section and some others you will be using a book from the American Red Cross. Ask your teacher to show you where the book is located. You cannot do any more until you get the Red Cross book.

Basic First Aid - Book One talks about four things. These are shock, bleeding, breathing, and poisoning. Read through the whole book. When you are finished, you should complete an activity sheet. If you do not remember an answer, see if you can find it in the book.

ACTIVITY 1

In your Student Response Booklet, write the letter of the correct answer.

1) Someone is bleeding from the mouth. What is the best position for the person?
   - a. Lying on his/her back
   - b. Sitting up
   - c. Lying on his/her side
2) If someone stops breathing, you should do which of the following?
   - a. Take the person to the hospital
   - b. Start breathing into his/her mouth
   - c. Slap his/her back sharply
3) Which of the following are signs of shock?
   - a. Pale skin and rapid pulse
   - b. Flushed skin and slow breathing
   - c. Dry skin and regular breathing
4) Read the following label:



"If swallowed, call a physician immediately. Do not induce vomiting."

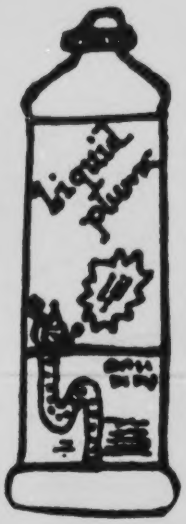
What should be done if a baby drinks this?
   - a. Give the baby some milk
   - b. Call the doctor
   - c. Treat for shock
5) The best way to stop a nose bleed is to:
   - a. Press with a clean cloth
   - b. Pinch the nose
   - c. Go directly to the doctor
6) Which group of steps is in the right order for mouth to mouth breathing?
   - a. Tip head back, clear mouth, pinch nose, listen, blow.
   - b. Clear mouth, pinch nose, listen, tip head back, blow.
   - c. Clear mouth, tip head back, pinch nose, blow, listen.
7) Read the following label:

EMERGENCY TREATMENT:

EYES: Flush immediately with water.

INTERNAL: Drink large quantities of water or milk.

What does internal poisoning mean?
   - a. Someone drank poison
   - b. Someone got poison in their eyes
   - c. Someone sniffed poison fumes
8) A person who is in shock should:
   - a. Lie down
   - b. Sit up
   - c. Stand
9) If someone swallows a poison that smells like gasoline, should the person vomit?
   - a. Yes
   - b. No
   - c. Depends on the brand



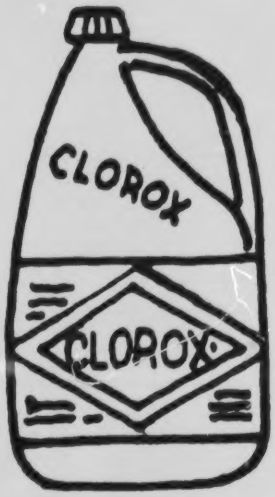
10) To stop bleeding quickly, you should:
   a. Press directly on the wound or cut.
   b. Find the closest pressure point.
   c. Put a pad on the wound.

TRUE AND FALSE: Answer the following questions in your Student Response Booklet. Put a "T" for true and an "F" for false.

11) A person can die from shock.
12) You should always tip back the head if someone stops breathing.
13) A tourniquet is a type of wound.
14) If a person stops breathing, you should blow in his mouth every five seconds.
15) Warm salt water may be used to make someone vomit.
16) There is a pressure point to stop bleeding in the back.
17) You should treat a person with a bad burn for shock.
18) Always try to make someone throw up if he took poison.
19) If a cut is bad enough, you can bleed to death in 60 seconds.
20) Read the warning on the Clorox label below.

"Clorox may be harmful if swallowed or may cause severe eye pain if splashed in eyes. It may release harmful gases if mixed with a toilet cleaner or vinegar."

Answer true or false. This label tells what to do if a child drinks Clorox.



Check your answers. The answer sheet is on the last page of this packet.

Now let's take a look at how to treat a burn. Several years ago many people used butter for a small burn. As times changed so did burn treatment. Today cold water is the best treatment. Kitchen burns are easy to get. If you burn your hand, hold it under cold water. This stops pain and cleans the burn.

Some burns are more serious than simple kitchen burns. These burns include very bad sunburns, burns from a gas fire, and large burns from scalding hot liquids. A burn of this type is a second degree burn. First cool a second degree burn with cold water. Next the burn needs to be bandaged. Use sterile gauze or a clean cloth. Do not break blisters. This could cause an infection.

The worst burn is a third degree burn. A person burned this badly needs to go to the hospital. These burns often happen when clothes catch on fire. The skin looks white or grayish after a few minutes. Don't touch or wash a third degree burn. Cover the burn with a clean sheet or cloth. You can also use a clean plastic bag or plastic wrap. Treat the person for shock. Call an ambulance.

Another type of burn is a chemical burn. Bleach, drain cleaner, and toilet cleaner can burn skin. If you get one of these things on your skin or in your eye, wash with lots of water. Call the doctor if the burn is in the eye.

ACTIVITY 2

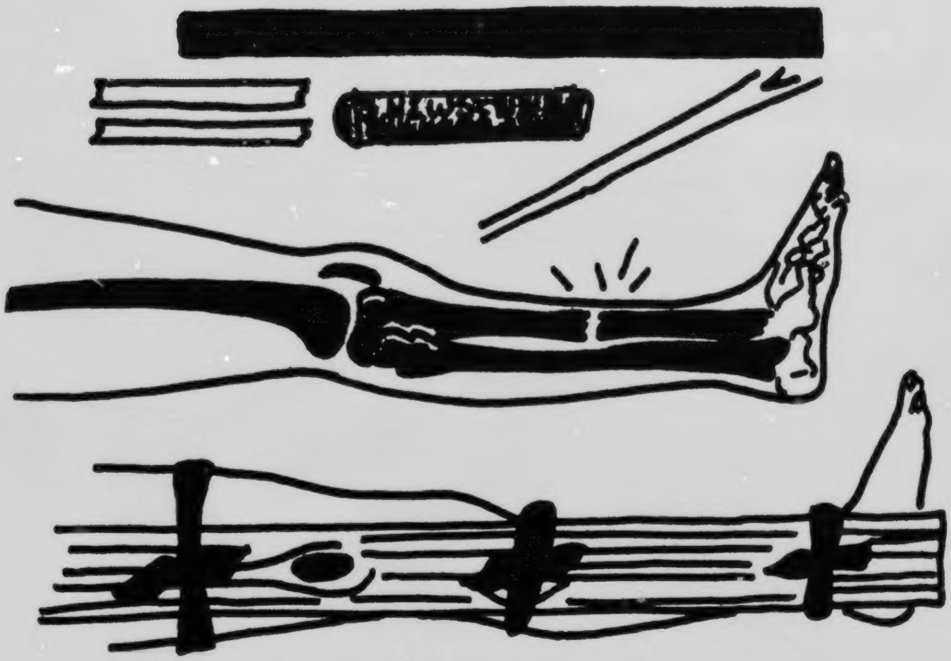
Answer these questions in your Student Response Booklet.

1) What is the best thing to do for a small burn?
2) What is the most serious type of burn called?
3) You should not break burn blisters. Explain why.
4) Someone with a serious burn should be treated for what?
5) What should you do for a chemical burn?

Check your answers.

There are two other types of serious injuries. These are broken bones and head injuries.

Broken Bones: If you think someone has a broken bone, do not move him/her. Also, do not let the person move. This could make the break worse. If either the back or neck is injured, call an ambulance. If the break is in the arm or leg, make a splint. A splint is a rigid object that can be tied to the injured arm or leg. It could be a broom handle, a board, or



rolled up newspapers. Put the splint next to the broken bone and tie it on. Rags, large handkerchiefs, or a necktie can be used to tie on the splint. The purpose of a splint is to keep the broken parts from moving.

Head Injuries: Whenever someone is in a car accident, falls, or is hit on the head, serious injury can result. One should get medical help as soon as possible. Keep the person lying down. Turn his/her head gently to the side.

Children are especially likely to receive head blows in play. Even if a child seems to be fine, it is important to watch for signs of trouble. These signs are:

Drowsiness (sleepiness)
Pale skin
Vomiting
Dizziness
Seeing Double
Bleeding from the mouth or ears

If any of these things happen, you should call the doctor right away.

FIRST AID KIT

Every home should have a well equipped first aid kit. You can buy the things you need and put them in a shoe box. Label everything clearly. Keep it in a place out of the reach of small children.

ACTIVITY 3

Below is a list of the things you should have in your first aid kit. In your student response booklet, write down all the items you have at home.

Bandages:

triangular bandage
band aids
gauze bandage
bandage compress

Medicines:

calamine lotion
ipecac syrup or dry mustard
eye wash
antiseptic to clean cuts

Other things:

thermometer
small scissors
ice bag (for bruises or swelling)
matches (to sterilize a needle)
adhesive tape
cotton
large safety pins
tweezers
needle

A first aid kit costs about $35. In your Student Response Booklet, make a list of the things you did **not** check on the list of items you have at home.

Go to the drugstore and write down the price of each thing on your list.

Next, add all the prices up.

Would it be cheaper to make your own kit or buy one ready made?

EMERGENCY PHONE NUMBERS

It is quite important to have a list of emergency phone numbers. This list should be near the phone. Everyone in the family should know about the list. Phone numbers to include are:

Doctor
Police
Fire Department
Poison Control Center

Some cities have one short number you can call. In the city of Indianapolis, this number is 911. You should only use this emergency number in a serious case. A fire or a fight in which someone is being hurt are examples of serious emergencies. Do not call 911 to report a minor car accident. You should use the regular long phone number for this.

Outside the city of Indianapolis, emergency numbers are different for each area. You can use the phone book to find the right number.

Do not call 911. This will cause slower service.

You will need the white pages of the phone book to answer the questions for Activity 4. Get the phone book. Inside the front cover you will find emergency numbers.

ACTIVITY 4

Answer the questions about phone numbers in your Student Response Booklet.

1. What is the emergency number for the sheriff or police nearest you?
2. What is the number for the fire department in your area?
3. What number should you call to get an ambulance?
4. What is the number for the Indiana State Police?

In case of emergency it is very important to stay as calm as possible. Do not panic. Call the proper emergency number. Give your name, and location or address. Explain the problem.

THE EMERGENCY ROOM

There are some emergencies that require immediate hospital care. Poisoning, heart attack, and severe bleeding are a few examples. If you must go to a hospital emergency room, it is important to know the following things:

1) You may have to spend several hours at the hospital. Serious cases are taken first. There is a wait after a blood test or an X-ray.
2) You have a right to privacy. Curtains or doors should be shut when you are being examined.
3) You should ask about the things that are being done to you. Make sure you understand all procedures.
4) Be sure that you understand instructions when you leave. Often you must have your illness or injury checked again. You should understand when to take medicine and how much to take.

COMMON ACCIDENTS

This section includes information on three very common home accidents. These are fire, falls, and electrical shock.

FIRE

Every hour a fire occurs in about 70 homes around the U.S. Over 10,000 people are killed by fire each year. In case you are involved in a fire, you should know what to do.

First: Get everyone out of the house or building.
Second: Call the fire department.
Third: Try to put the fire out if it is a small one.

There are three types of fires. Each type should be extinguished or put out differently. It is important to understand all three types:

Class A: Wood, paper, cloth, trash, or grass. You extinguish these fires with **water.**

Class B: Liquid fires such as kerosene, greases, oils or paints. These fires must be put out with a **chemical fire extinguisher.** You should not use water because it will not work on a class B fire.

Class C: Electrical fires. Use a **chemical fire extinguisher.** Never put water on an electrical fire. You could get a fatal shock. Turn off the electricity by throwing the main switch.

The following dangerous situations could cause an electrical fire:

a. Putting a penny behind a fuse.
b. Using a fuse that is a larger number than its circuit.
c. Using a lightweight extension cord for a heavy job. (A clock can use a lightweight cord; an iron or toaster needs a heavier cord.)
d. Running an extension cord under a rug.
e. A frayed or damaged cord on an electrical appliance such as an iron, clock, or toaster. (Any cracked cord is dangerous.)

Now go to your Student Response Booklet and answer the questions under Activity 5. (You may want to work on this at home.)

ACTIVITY 5

Write the following information in your Student Response Booklet.

1. Make a list of any unsafe electrical conditions where you live.
2. It is important to plan ways to get out in

case of a fire. Write a description of the place where you live. Include the number and location of windows and doors.

3. Now plan several escape routes or ways out in case of a fire. Make a drawing if you want to.
4. Where is the main switch that turns off all electrical power in your house?

FALLS

Automobile accidents cause more accidental deaths than any other type of accident. The second most common cause of accidental death is falls. Every fall is the result of an unsafe condition or an unsafe act. A stairway with a broken railing is an unsafe condition. Standing on the very top of a step ladder is an unsafe act.

If you know the main reasons that people fall, you may avoid having an accident yourself. Each year over 10,000 Americans die because they fall over something or off of something. Many thousands more people break bones and must spend time in the hospital due to falls.

ACTIVITY 6

Look at the check list below. You will find the same list in your Student Response Booklet. Put a (✓) by any item that has caused you or someone you know to fall.

List of Reasons People Fall

___ Steps are not all alike or they are the wrong size.

___ Steps need repair.

___ The covering or carpet on the stairs is loose or torn.

___ Things such as shoes and toys are left on the stairs.

___ Throw rugs skid.

___ Too much wax is on the floor.

___ A spilled liquid has made the floor wet.

___ Ice or snow is on the sidewalk.

___ There is not enough light at night to see where you are walking.

___ Something that is too heavy is carried.

___ A ladder is used carelessly.

___ Boxes, chairs, or tables are used to stand on instead of a ladder.

ELECTRIC SHOCK

Electric shock is another very common household accident. People get shocked by tools, appliances, and lamps that have old cords. They get shocked by plugging things in with wet hands! Water and electricity are dangerous together. Never use electric things like a radio or heater near the bathtub.

If someone is being shocked, turn the power off. Pull the plug or you will also get shocked. If you are in danger, shut off the main power switch. The switch is usually in the main fuse box. Next treat the victim. You may need to do mouth to mouth breathing.

A fallen power line can be very dangerous. A person shocked by one often dies. If you see a downed line, stay away. Call the power company. Do not try to rescue someone who is shocked by a power line. It is too dangerous.

ACTIVITY 7

Answer these questions about electric shock. Write your answers in the Student Response Booklet.

1. What is the first thing to do if someone is being shocked?
2. Why is it a bad idea to have an electric heater in the bathroom?
3. Who should you call if an electric power line falls down?
4. You should never touch a person who is a shock victim until the power is shut off. Explain why.

Check your answers.

SEVERE WEATHER PROBLEMS

Indiana has two severe weather problems. These are tornadoes and snow.

TORNADOES

A tornado can be very frightening or scary. It can do lots of damage. Tornadoes are most likely to occur on hot, sticky days. The sky gets dark. On a day like this you should listen to weather reports. If there is a tornado watch, you should be on the lookout. A tornado is a funnel shaped cloud.

The sky looks greenish-black and clouds hang low. Most tornadoes move from the west or southwest. They can move as fast as 60 miles

per hour. Inside the tornado, the wind speed is over 300 miles per hour and there are differences in air pressure.

A tornado can cause a building to fall down. It can blow a roof off. It can lift cars and people off the ground.

Most large office buildings, factories, and schools have a tornado shelter or basement. If you are in a house when a tornado hits, go to the basement. The safest place is the corner toward the tornado. If there is no basement, get under a heavy piece of furniture in the middle of the house. Open the windows, but do not stay near them.

You should stay away from auditoriums, movie theaters, or any buildings that have poorly supported roofs.

If you are in a car and see a tornado, look for a building in which to take cover. If there are no safe buildings, drive away from the tornado at a right angle. If there is no time to get away, get out of the car. Lie down flat in a nearby ditch or ravine.

ACTIVITY 8

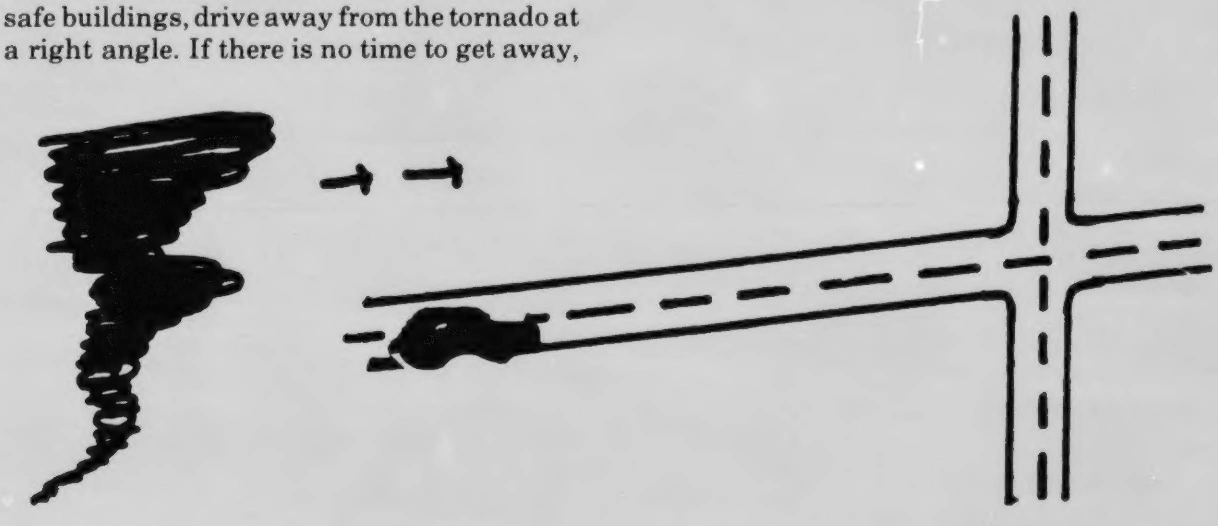
Write your answers to the following questions in the Student Response Booklet.

1. Explain why a tornado is dangerous.
2. Where is the safest place to be during a tornado?
3. In the picture below, what should the car do at the intersection?

(drawing of a tornado approaching a car)

SNOW

The second severe weather problem is snow. Almost every winter Indiana has at least one very bad snow storm. You should try not to travel in heavy snow. If you are caught in a



blizzard or severe snow storm, you should stay in the car. You might want to run your motor for heat. Crack the window so that you have some fresh air. Exercise from time to time.

Exposure to cold and frostbite are also winter weather problems. Sometimes a person stays outside too long. The body gets numb and it becomes hard to move. If a person gets this cold, it is important to warm the body. Use blankets or take a warm bath. People even pass out from the cold. If this happens, check the breathing. The person may need mouth to mouth breathing.

Frostbite means part of the body is frozen. Fingers, toes, and ears are the parts most likely to get frost bitten. Frostbite makes the skin white or greyish yellow. A frostbitten part should be warmed up quickly. Use warm blankets or warm water. Never use hot water. Another way is to hold the frozen part next to a warm spot on the body. For example, hold a frostbitten toe with your hand.

ACTIVITY 9

Answer these questions in your Student Response Booklet.

1) A mother and her five year old child had car trouble. They were stranded overnight in the car in very cold weather. Suppose you found them. The mother seems to be asleep. The child is crying. List the things you should do with the mother.

   What should you do with the child?

2) Frostbite should be warmed gently and quickly. List two ways you can warm it.

REMEMBER: Do not rub frostbite!

ANSWER KEY

ACTIVITY 1

1. C
2. B
3. A
4. B
5. B
6. C
7. A
8. A
9. B
10. A
11. T
12. T
13. F
14. T
15. T
16. F
17. T
18. F
19. T
20. F

ACTIVITY 2

1. Put it in cold water for awhile.
2. Third degree.
3. An infection might start.
4. Shock.
5. Wash it off with water.

ACTIVITY 7

1. Turn off the power.
2. Someone might touch it while wet.
3. Call the power company.
4. You might get shocked also.

ACTIVITY 8

1. It can destroy buildings and cars.
2. In a tornado shelter or basement.
3. Turn right or left.
4. Lie down in a ditch.

ACTIVITY 9

1. (a) Check her breathing. Give mouth to mouth breathing if she won't wake up.
   (b) Wrap the child up warmly. Check for frostbite.
2. Use warm blankets.

   Use warm water.

   Put frostbitten part next to a warm spot of the body.

STUDENT RESPONSE BOOKLET

FIRST AID AND SAFETY
HEALTH - 1

Name ____

Date ______________________

ACTIVITY 1

1 ____________
2 ____________
3 ____________
4 ____________
5 ____________
6 ____________
7 ____________
8 ____________
9 ____________
10 ____________
11 ____________
12 ____________
13 ____________
14 ____________
15 ____________
16 ____________
17 ____________
18 ____________
19 ____________
20 ____________

ACTIVITY 2

1) What is the best thing to do for a small burn?

2) What is the most serious type of burn called?

3) You should not break burn blisters. Explain why.

4) Someone with a serious burn should be treated for what?

5) What should you do for a chemical burn?

Check your answers

ACTIVITY 3

Write below the first aid supplies you have at home that are mentioned on the list:

Make a list below of the things you do not have at home:

ACTIVITY 4

1) What is the emergency number for the sheriff? ____________________
2) What is the fire department number for your area? ____________________
3) What number should you call to get an ambulance? ____________________
4) What is the number for the Indiana State Police? ____________________

ACTIVITY 5

(You may want to work on this at home.)

1) Make a list of any unsafe electrical conditions where you live:

2) It is important to plan ways to get out in case of a fire. Write a description of the place where you live. Include the number and location of windows and doors:

3) Now plan several escape routes or ways out in case of a fire. Make a drawing if you want to:

4) Where is the main switch that turns off all electrical power in your house?

ACTIVITY 6

Look at the check list below. Put a (✓) by any item that has caused you or someone you know to fall:

- ☐ Steps are not all alike or they are the wrong size.
- ☐ Steps need repair.
- ☐ The covering or carpet on the stairs is loose or torn.
- ☐ Things such as shoes and toys are left on the stairs.
- ☐ Throw rugs skid.
- ☐ Too much wax is on the floor.
- ☐ A spilled liquid has made the floor wet.
- ☐ Ice or snow is on the sidewalk.
- ☐ There is not enough light at night to see where you are walking.
- ☐ Something that is too heavy is carried.
- ☐ A ladder is used carelessly.
- ☐ Boxes, chairs, or tables are used to stand on instead of a ladder.

Now pick at least 5 of the items from the above list and write a safety rule for them below:

Example: "Carrying something that is too heavy."

"Never carry something that is too heavy."

Item: ______________________________

Rule: ______________________________

Item: ______________________________

Rule: ______________________________

Item: ______________________________

Rule: ______________________________

Item: ______________________________

Rule: ______________________________

Item: ______________________________

Rule: ______________________________

ACTIVITY 7:

1) What is the first thing to do if someone is being shocked?

____

____

2) Why is it a bad idea to have an electric heater in the bathroom?

____

____

____

3) Who should you call if an electric power line falls down?

____

4) You should never touch a person who is a shock victim until the power is shut off. Explain why.

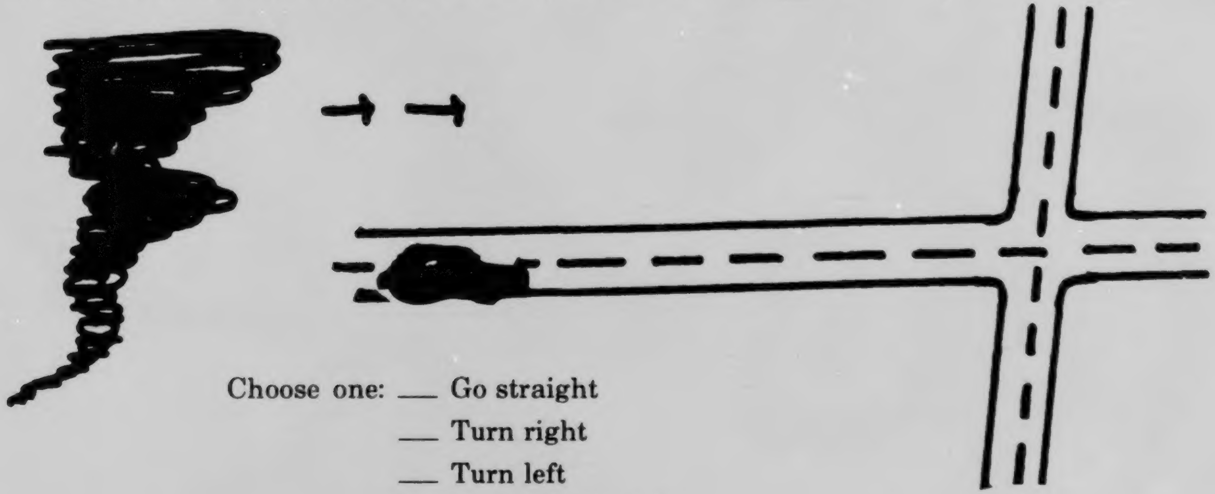
Check your answers.

ACTIVITY 8:

1) Explain why a tornado is dangerous.

2) Where is the safest place to be during a tornado?

3) In the picture below, what should the car do at the intersection?



Choose one: ___ Go straight
___ Turn right
___ Turn left
___ Turn right or left

ACTIVITY 9:

1. (a) What should you do for the mother?

(b) What should you do for the child?

2. List two ways to warm frostbite.

(a) ___

(b) ___

Check your answers.

DECIDE

Health

HEALTH-2: COMMUNITY HEALTH SERVICES

TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT packet the adult learner will know and be able to use medical and health services in the community.

INTRODUCTION:

This SAT packet requires somewhat more advance preparation than most. It is designed to familiarize the student with local health care services. Therefore, materials must be collected for your specific locale.

You will need pamphlets and brochures from government and private agencies. The following list should give you some ideas about places to contact:

- Child Care Clinics or Well-Baby Clinics
- Birth Control Clinic (Try Planned Parenthood)
- VD Clinic (County Board of Health might help)
- Family Care Clinic
- Family Services Agency
- County Welfare Department (They provide financial assistance for medical care)
- Vocational Rehabilitation
- Drug Rehabilitation Clinic
- Alcoholics Anonymous
- Visiting Nurses Association
- Community Mental Health
- Dental Clinics

There is no Student Response Booklet for this packet. Students may write in the packet itself.

ADAPTABILITY:

This packet is easily adaptable for use with the following methods of instruction: individualized, one-to-one tutorial, buddy systems, and group work.

READING LEVEL:

Various materials you collect will probably be written on several reading levels. Instruction can be individualized according to student interest and ability. For the first activity you should choose material that is appropriate if the student is a Level I. More advanced readers may choose those pamphlets that interest them to read.

MATHEMATICAL SKILLS:

No special math skills are needed for this packet.

PRE/POST TEST:

There is no pre/post test. Student interest should determine placement in this packet.

MATERIALS NEEDED TO COMPLETE THIS PACKET:

Getting Medical Assistance, Follett Coping Skills Series, Follett Publishing Company, Box 5705, Chicago, Ill. 60680.

Phone books

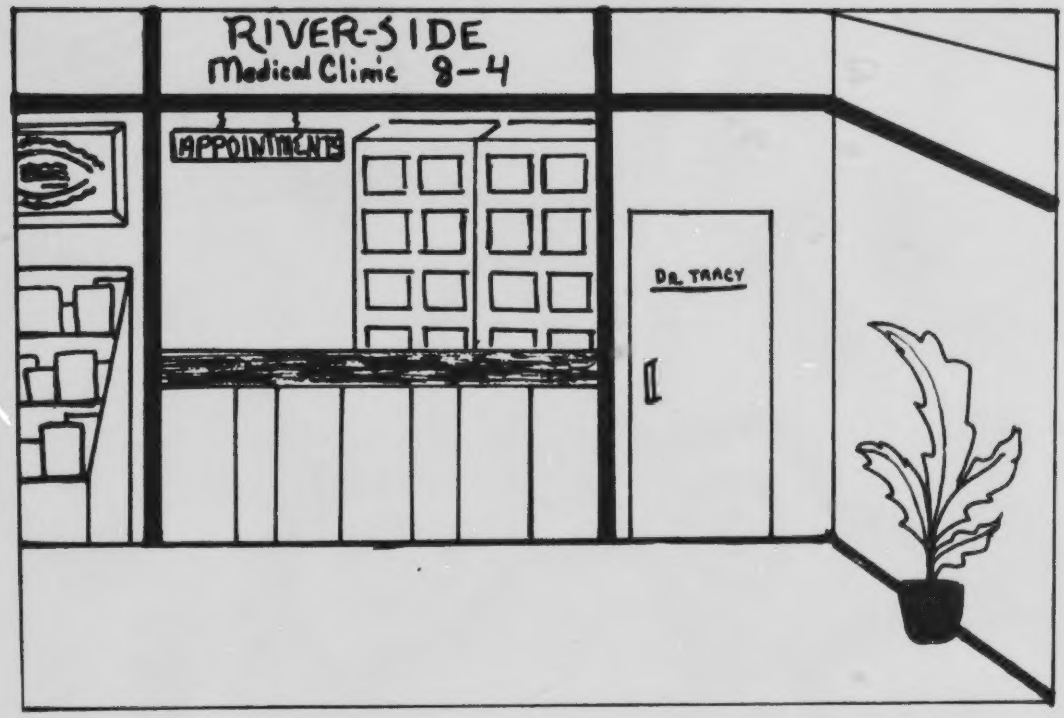
You will also need to provide a map of your area to the student. Try to find a source that will give you a batch of free maps. Each student may then have his/her own map to mark on and take home. If the student does not know how to read a map, SAT packet CR-9 should precede this one.

SKILLS OBJECTIVES

- Reading
  - Locates information on a map or chart
  - Uses references
  - Interprets information
- Writing
  - Organizes information
- Speaking, Listening, Viewing
  - Seeks information
  - Conveys information
  - Evaluates content
- Problem Solving
  - Defines need
  - Obtains information
  - Examines alternatives
  - Determines plan of action
- Interpersonal Relations
  - Explains needs
  - Obtains information
- Computation
  - Adds decimals
  - Subtracts decimals
  - Multiplies decimals

To the student . . .

In this packet you will find out about medical and health care where you live. You will use a map to find health care places. You will call about cost information of health care.


RIVER-SIDE
Medical Clinic 8-4
APPOINTMENTS
DR. TRACY

ACTIVITY 1

Look through the pamphlets about your community. Read all or several of them. As you read, find this information:

1. Name of pamphlet #1:

   ____

   Group or agency that puts out pamphlet #1:

   ____

   Services you can get from this group:

   ____

   ____

2. Name of pamphlet #2:

   ____

   Group or agency that puts out pamphlet #2:

   ____

   Services you can get from this group:

   ____

   ____

3. Name of pamphlet #3:

   ____

   Group or agency that puts out pamphlet #3:

   ____

   Services you can get from this group:

   ____

   ____

Not all health services put out pamphlets. Let's take a look at other ways to get information you need. Get the book called **Getting Medical Assistance.** Turn to page 46. Read from page 46 to page 50, then do Activity 2.

ACTIVITY 2

Use the phone book to find the following information. Try to pick a place close to where you live:

Family Clinic:

Name: ____________________
Address: ____________________
Phone: ____________________

Child Care Clinic:

Name: ____________________
Address: ____________________
Phone: ____________________

Mental Health Clinic:

Name: ______________________________

Address: ______________________________

Phone: ______________________________

Dental Clinic:

Name: ______________________________

Address: ______________________________

Phone: ______________________________

Private Doctor or Physician:

Name: ______________________________

Address: ______________________________

Phone: ______________________________

Private Dentist:

Name: ______________________________

Address: ______________________________

Phone: ______________________________

Nearest Hospital:

Name: ______________________________

Address: ______________________________

Phone: ______________________________

Police Department:

Phone: ______________________________

Ambulance:

Phone: ______________________________

Poison Control:

Phone: ______________________________

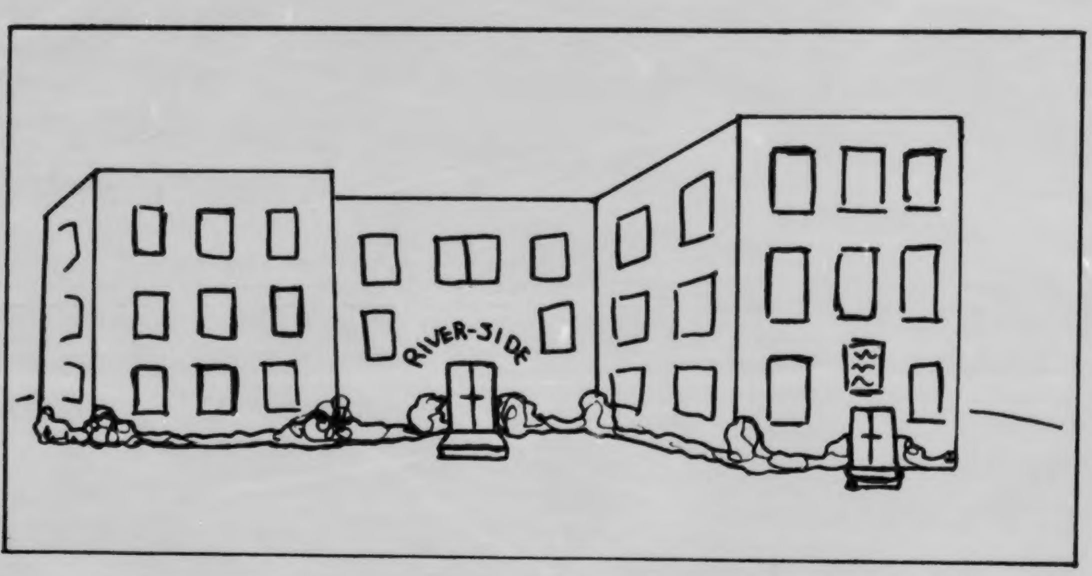
ACTIVITY 3

You will need a local map in order to do this activity. If you do not know how to read a map, ask for help.

Use the addresses you wrote down in Activity 2. Find each of these places and mark them on the map:

- Family Clinic
- Child Care Clinic
- Mental Health Clinic
- Dental Clinic
- Doctor
- Dentist
- Hospital

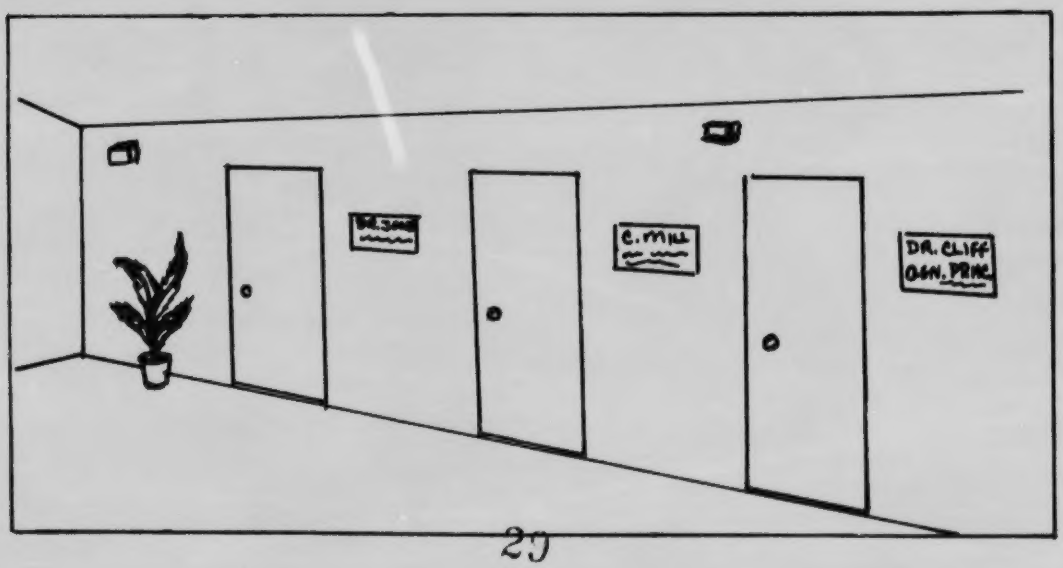
When you have finished this, go over the locations with your teacher.



ACTIVITY 4

In this activity you will make phone calls to find out the cost of health care. Use the list of numbers from Activity 2.

1. Call the family clinic. Ask the charge for a visit if you are sick.
   Charge: ______________________________
2. Call the private doctor. Ask the charge for an office visit.
   Charge: ______________________________
3. Call the dental clinic. Ask the cost for a visit to have your teeth cleaned.
   Charge: ______________________________
4. Call the dentist. Ask the cost for a visit to have your teeth cleaned.
   Charge: ______________________________
5. Call the hospital and ask the usual cost of a visit to the emergency room.
   Charge: ______________________________



ACTIVITY 5

Sometimes it is difficult to know when you should go to the emergency room. Read Lesson 3 in **Getting Medical Assistance,** pages 19 to 23.

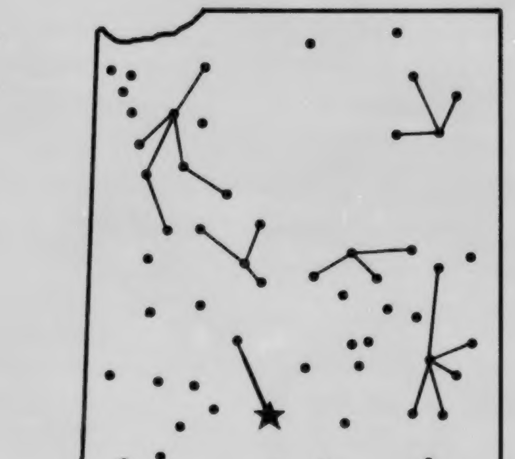
When you have finished, turn to page 57 in the book. Read about clinics, then do the problems on pages 58 and 59. **Do not write in the book.** Write your answers on the following answer sheet.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

Write the phone numbers of the different kinds of clinics below:

ALCOHOLISM:
CANCER:
DIABETES:
DRUG ABUSE:
FAMILY PLANNING:
FERTILITY:
GERIATRIC:
MATERNITY:
MENTAL HEALTH:
PEDIATRIC:
REHABILITATION:
TUBERCULOSIS:
WELL-BABY:
OTHER:

DECIDE



Health

H-3: PREGNANCY
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT packet the adult learner will understand the physical and psychological influences of pregnancy, as well as the need for proper pre- and post-natal care.

INTRODUCTION:

This SAT packet is designed for the student to work independently. There are several activities which require the student to use real life resources such as newspapers, catalogs, and information pamphlets.

ADAPTABILITY:

This packet may be adapted for use with the following methods of instruction: one-to-one tutorial, buddy systems, and group work.

READING LEVEL:

The student should experience success with this packet if reading at Level I, Phase II.

MATHEMATICAL SKILLS:

The student will need to have a basic knowledge of addition and subtraction.

PRE/POST TEST:

The pre/post test is to be administered before and after the student has completed the SAT packet. The student should score 100% to test out of the packet.

ADDITIONAL MATERIALS NEEDED:

1. **Having a Baby,** edited by Kay Koschneck, New Readers Press, 1975, Syracuse, N.Y.
2. From the National Foundation of March of Dimes:
    a. DATA - Drugs, Alcohol, Tobacco, Abuse During Pregnancy
    b. Food and Pregnancy
3. Sears or Penney's Catalog
4. Local paper with used baby items for sale

SKILLS OBJECTIVES

Reading
  Develops vocabulary
  Obtains information
  Derives personal relevance
Writing
  Constructs charts
  Compiles lists
Speaking, Listening, Viewing
  Seeks information
  Derives personal relevance
  Conveys information
Problem Solving
  Defines the need
  Obtains information
  Evaluates information
  Determines plan of action
Interpersonal Relations
  Explains personal viewpoint
  Understands others' viewpoints
  Identifies and resolves potential conflicts
Computation
  Adds decimals
  Subtracts decimals
  Multiplies decimals
  Divides decimals

Answers to pre/post test:

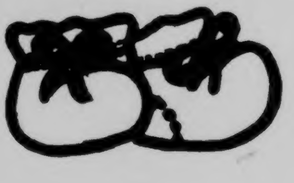
1. Heavier breasts
   Morning sickness
   Missed period
   Sleepiness
   Frequent urination
2. Milk
   Protein
   Leafy green vegetables
   Vitamin C rich fruits and vegetables
   Grain products
3. Regular contractions
   Blood stained discharge
   Breaking of water bag
4. Answers will vary

PRE/POST TEST
PREGNANCY AND BIRTH

1. List three signs of pregnancy:
    1.
    2.
    3.
2. List the five important foods to eat each day of pregnancy:
    1.
    2.
    3.
    4.
    5.
3. List three signs of labor:
    1.
    2.
    3.
4. Explain how drugs may be harmful to an unborn baby:

To the student . . .

This packet includes information on pregnancy, prenatal needs, and the birth process. When you finish this SAT Packet, you should be well prepared to have your baby. You will learn what to eat, what supplies you will need, and what will happen at the hospital.



ACTIVITY 1

You will need the book **Having A Baby** in order to do this activity. Read from page 5 to page 21. Then do the following work in your Student Response Booklet. When you have finished, check your answers. The answers are on the last page of the SAT Packet.

Match the following words with the definitions:

1. semen
2. uterus
3. fetus
4. placenta
5. fertilization
6. testes
7. sperm
8. ovaries

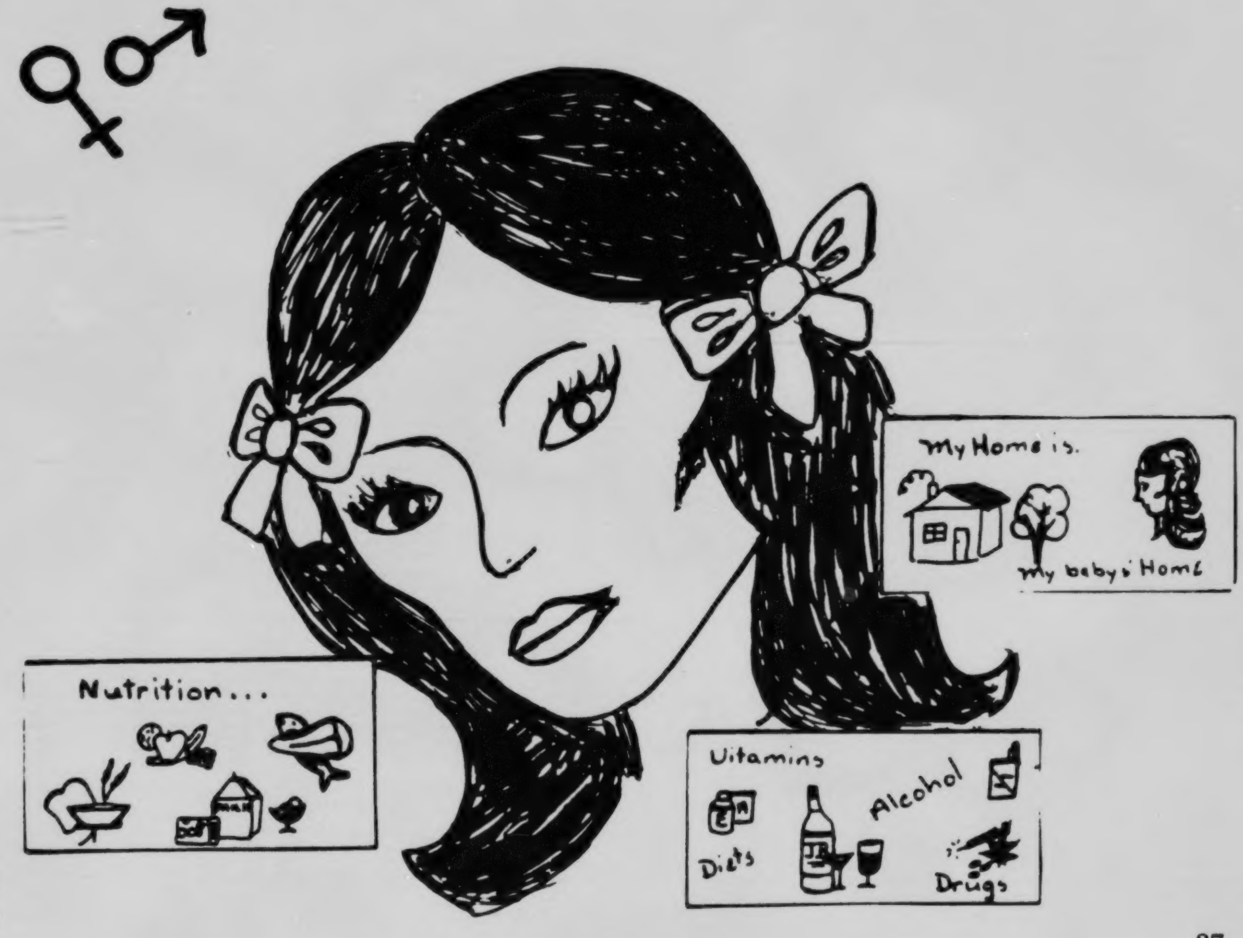
A. Unborn child
B. Male sex cell
C. Place where baby grows
D. White liquid which contains sperm
E. Meeting of sperm and egg
F. Feeds unborn baby
G. Place where sperm is made
H. Place where eggs ripen

9. List three signs of pregnancy.
10. What is a contraction?

Answer true or false.

11. You can get pregnant if you have sex during your period.
12. Sperm cannot swim uphill or sideways.
13. The doctor can tell if you are pregnant from a urine sample.
14. Most babies are born feet first.
15. You can get pregnant the first time you have sex.

Now let's take a look at how drugs may affect the unborn baby. The fetus gets its food through the placenta. Whatever the mother eats or drinks affects her unborn baby. Read the flyer called "DATA - Drugs, Alcohol, Tobacco, Abuse During Pregnancy." When you have finished reading, do Activity 2.

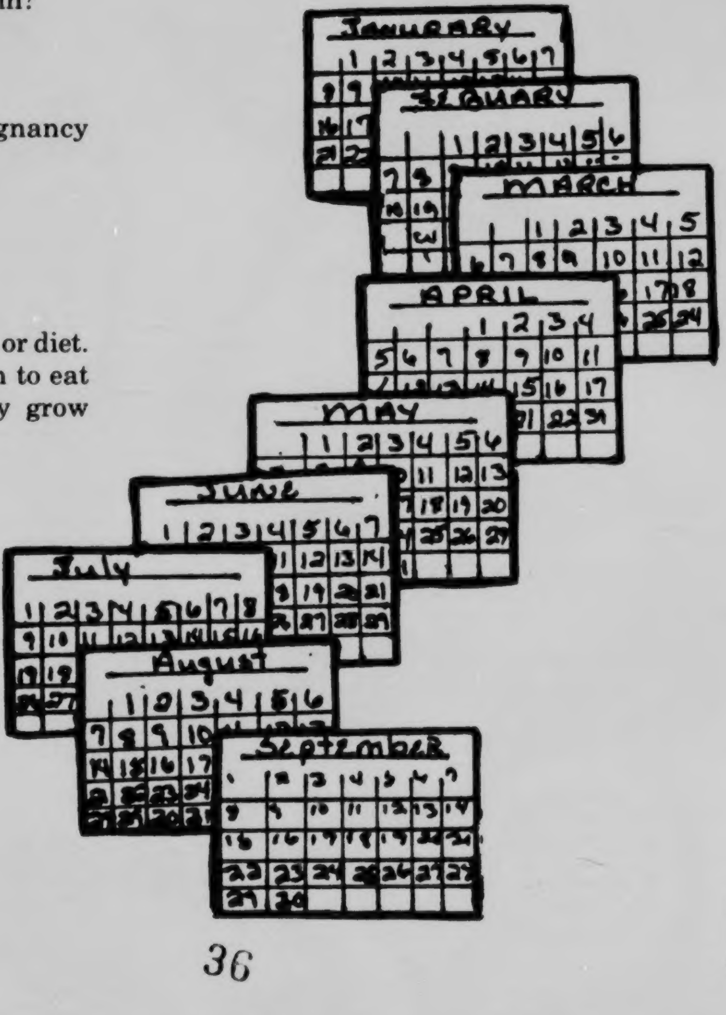


ACTIVITY 2

Write the letter of the correct answer in your Student Response Booklet. Check your answers.

1. When are most birth defects caused?
    a. As the baby is born
    b. In the last month of pregnancy
    c. During the first 3 months of pregnancy
2. Why is it better **not** to smoke while you are pregnant?
    a. The baby may become addicted
    b. The baby is more likely to be under weight
    c. The baby will not get enough oxygen
3. Which of the following pass quickly to the placenta?
    a. Antibiotics and nicotine
    b. LSD and vitamins
    c. Alcohol and antibiotics
4. When is it a bad idea to take aspirin?
    a. Toward the end of pregnancy
    b. Early in pregnancy
    c. In the 6th and 7th month of pregnancy
5. Sodium bicarbonate is a:
    a. Stomach remedy
    b. Analgesic
    c. Laxative

Now let's take a look at your nutrition or diet. It is important for a pregnant woman to eat good meals. This will help the baby grow properly.



ACTIVITY 3

Read the March of Dimes pamphlet on "Food And Pregnancy". When you have finished, make a sample menu for two days. Be sure to include the right number of servings of each thing for each day. Use the form in your Student Response Booklet to plan your menu. When you have finished, discuss your menu with your teacher.

BR
MILK
VIT. D LOWFAT
CHEE
COTT
CEREAL

ACTIVITY 4

Now let's take a look at the things you will need after the baby is born. Make a list of the furniture, equipment, and clothes you will need. Do this in your Student Response Booklet.

When you finish, check your list with the list in the Answer Key. Add any items you left off to your list. Now figure out how much money you will have to spend on the things you need. Put a check (✓) by any items you have or can get free.

Get the Sears or Penney's catalog. Look up the cost of any furniture you need. Add up the cost. Now look in the newspaper for used items. Add up the cost. Do this on your own paper.

Check at the drugstore and at a discount store for the prices of other things you need.

How much money do you think you will need to spend on equipment and clothes for your baby?

GIVING BIRTH

In this part you will read information about giving birth. Read from page 45 to page 69 in **Having A Baby.** When you have finished, do Activity 5.

ACTIVITY 5

Write the meaning for each of these words in the Student Response Booklet.

1. dilation
2. cervix
3. afterbirth
4. obstetrician
5. pediatrician
6. analgesic
7. caesarean section
8. premature birth
9. circumcision
10. List three signs of labor.
11. List the things you should pack in your bag to take to the hospital.
12. Explain how your hospital and doctor expenses will be paid.

After the baby is born, you will need help with baby care. You will also need to take good care of yourself. To learn about post natal care of both baby and mother, read pages 71 to 109 in **Having A Baby.** When you have finished, do Activity 6.

ACTIVITY 6

Answer these questions in your Student Response Booklet.

1. List several problems that a new mother might have when she brings the baby home.
2. What are "baby blues"?
3. How can you teach an infant to trust you?
4. List three ways to burp a baby.
5. It is important for a new mother to get a check-up. How long should she wait after the baby is born?

ANSWER KEY

Answers to Activity 1 and 2

Activity 1:

1. D
2. C
3. A
4. F
5. E
6. G
7. B
8. H
9. missed period
   heavier breasts
   morning sickness
   sleepiness
   frequent urination
10. A contraction is a movement of the uterus to push the baby forward.
11. T
12. F
13. T
14. F
15. T

Activity 2:

1. C
2. B
3. C
4. A
5. A

Answers to Activity 4:

Your list should include the following things:

FURNITURE

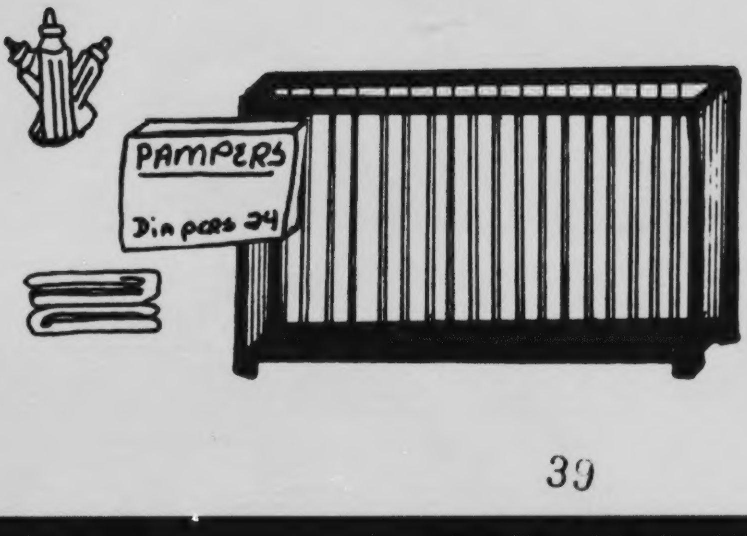
crib
mattress
changing table

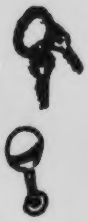
EQUIPMENT

2 rubber sheets
crib sheets
blankets
diaper pins
baby powder
baby lotion
bottles
infant carrier
diaper pail
crib pads
diaper bag
cloth diapers and/or disposable diapers

CLOTHES

4 rubber pants
6 undershirts
2 socks or booties
2 nightgowns





STUDENT RESPONSE BOOKLET

PREGNANCY
HEALTH - 3

Name ____

Date ______________________________

ACTIVITY 1

Match the words with the letter of their meaning.

___ 1. semen
___ 2. uterus
___ 3. fetus
___ 4. placenta
___ 5. fertilization
___ 6. testes
___ 7. sperm
___ 8. ovaries

9. List three signs of pregnancy:

a. ______________________________

b. ______________________________

c. ______________________________

10. What is a contraction? ______________________________

____

Answer "T" for true or "F" for false.

___ 11.
___ 12.
___ 13.
___ 14.
___ 15.

ACTIVITY 2

___ 1.
___ 2.
___ 3.
___ 4.
___ 5.

ACTIVITY 3

SAMPLE MENU

FIRST DAY:

BREAKFAST:

LUNCH:

DINNER:

SECOND DAY:

BREAKFAST:

LUNCH:

DINNER:

ACTIVITY 4

Make a list of the furniture, equipment, and clothes you will need for your baby.

FURNITURE	EQUIPMENT	CLOTHES

How much money do you think you will need to spend on equipment and clothes for your baby? ________________

ACTIVITY 5

Write the meaning for each of these words:

1. dilation:

2. cervix:

3. afterbirth:

4. obstetrician:

5. pediatrician:

6. analgesic:

7. caesarean section:

8. premature birth:

9. circumcision:

List three signs of labor:

1.
2.
3.

List the things you should pack in your bag to take to the hospital:

Explain how your hospital and doctor expenses will be paid:

ACTIVITY 6

1. List several problems that a new mother might have when she brings the baby home.

____

____

____

2. What are "baby blues"?

____

____

3. How can you teach an infant to trust you?

____

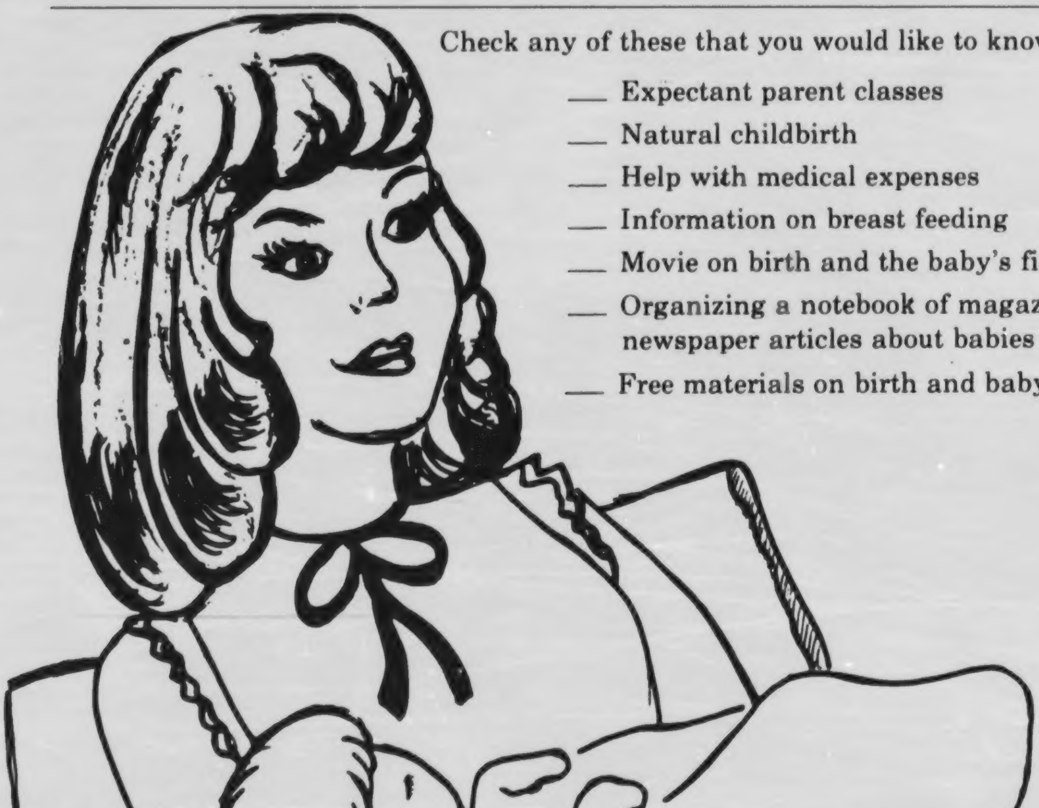
____

4. List three ways to burp a baby:
   1. ______________________________________
   2. ______________________________________
   3. ______________________________________
5. It is important for a new mother to get a check-up. How long should she wait after the baby is born?

____

Check any of these that you would like to know more about:

___ Expectant parent classes
___ Natural childbirth
___ Help with medical expenses
___ Information on breast feeding
___ Movie on birth and the baby's first two weeks
___ Organizing a notebook of magazines and newspaper articles about babies
___ Free materials on birth and baby care



H-4: FAMILY PLANNING
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT packet the adult learner will understand the importance of family planning — its physical, psychological and financial implications — and will have knowledge of methods of birth control.

INTRODUCTION:

This SAT packet contains sections on world population problems, birth control methods, and community health resources. Some of the vocabulary may be difficult. Be sure the student is able to pronounce the introductory words before proceeding in the packet.

ADAPTABILITY:

This packet is easily adaptable for use with the following methods of instruction: individualized, one-to-one tutorial, buddy systems, and group work.

READING LEVEL:

This packet is designed for use with Level I, Phase II and Level II students. The teacher should choose materials at a reading level which fits the individual student.

Suggested materials: Level I, Phase II

1. **Planning Your Family,** New Readers Press
2. Pamphlets published by Planned Parenthood, 810 Seventh Avenue, New York, N.Y. 10019

Suggested materials: Level II

1. Public Affairs Pamphlet: "Family Planning — Today's Choices"
2. Pamphlet: **A Guide to Methods of Postponing or Preventing Pregnancy**
3. Birth Control — **Methods That Work and Ones That Don't** published by Planned Parenthood

MATHEMATICAL SKILLS:

No special math skills are required to work in this packet.

PRE/POST TEST:

There is no pre/post test. Student need and interest should indicate which students use this packet.

ADDITIONAL MATERIALS NEEDED:

Be Informed Series, Unit 19, "Population"

Pamphlets which contain the following information:

1. Methods of birth control including oral contraceptives, IUD, diaphragm, foam, condom, withdrawal, and rhythm.
2. Information on sterilization
3. Information on your local community resources which provide birth control

SKILLS OBJECTIVES:

Reading
  Develops vocabulary
  Obtains information
  Makes inferences
  Derives personal relevance
Writing
  Constructs charts
  Organizes and writes letters
Speaking, Listening, Viewing
  Seeks information
  Identifies purpose
  Conveys information
  Evaluates the content
Problem Solving
  Identifies problem
  Obtains information
  Examines alternatives
  Determines plan of action
Interpersonal Relations
  Explains personal position
  Understands needs of others
  Identifies and resolves potential conflicts
Computation
  Adds decimals
  Multiplies decimals

To the student . . .

This packet is divided into the following sections:

1) World Population Problems
2) Birth Control Methods
3) Community Resources

In this SAT packet you will learn about overpopulation. You will read about all the methods of birth control. You will find out which methods work and which methods do not work. Finally, you will get information about birth control clinics in your area. You will check the prices of different birth control methods.

The materials to be used with this packet are:

1) **Population,** Unit 19, Be Informed Series
2) Birth control pamphlets your teacher has available.

PART I

WORLD POPULATION PROBLEMS

The number of people in the world is increasing too quickly. Children and adults in some countries do not have enough food. They do not have homes to live in. The problem of too many people or overpopulation is getting worse every year. To find out more about overpopulation, do the following reading assignment:

Reading Assignment:
Be Informed Series, Unit 19, "Population"
Pages 1 to 16

When you have finished reading, do Activity 1.

ACTIVITY 1

Do this activity in your Student Response Booklet. Match each word with the letter of its meaning.

1. GREEN REVOLUTION
2. POLLUTION
3. NATURAL RESOURCES
4. INDUSTRIAL REVOLUTION
5. POPULATION
6. ZPG
7. MARGINAL LAND FIT FOR USE
8. POPULATION DENSITY

a. Things we use from nature
b. The number of people in a square mile
c. The number of people who live in a place
d. Finding better, more efficient farming methods
e. Birth and death rates are about the same
f. Happens when a natural resource is not fit for use
g. Not very good for growing food
h. When man started using machines to do his work

TRUE AND FALSE

Write "T" for true or "F" for false:

9. Population control means the government tells couples how many children they may have.
10. The population of the world will double in 35 years.
11. Overpopulation became a problem about 75 years ago.
12. Ways of living changed more rapidly in Europe than in Africa.
13. Water is an example of a natural resource.
14. In the U.S., poor people create more pollution than rich people.
15. Our supply of air is limited.
16. The earth has enough oil, gas, and coal for at least 75 years.
17. There is enough food to feed everyone on earth.
18. In developing nations, the population is about the same in all age groups.

Write the meaning of the terms in your Student Response Booklet:

19. birth rate
20. death rate
21. solar energy
22. developing nations

Check your answers. The Answer Key is on the last page of this packet.

PART 2

BIRTH CONTROL METHODS

Now we have some idea of the world population problem. Let's take a close look at the different birth control methods. There are several very reliable or sure ways to prevent pregnancy. The birth control pill and the IUD are the most effective. The diaphragm and condom are also good if used correctly and regularly. Less reliable methods are foam, rhythm, and withdrawal.

There is no one best type of birth control. Some women should not take the pill. Some women may not like using a diaphragm.

Your teacher has books and pamphlets about all of the methods of birth control. Read one or more of these materials.

ACTIVITY 2

There is a chart in your Student Response Booklet. When you have finished the reading assignment, fill in the chart. It asks for the birth control methods which work best and the ones that work sometimes. It also has a place for the advantages and disadvantages of each method.

A final method of birth control is sterilization. This is permanent. After sterilization, a person cannot have any more children. Both men and women can be sterilized.

A male sterilization is called a vasectomy. It means that the sperm cannot get out to fertilize the egg.

A female sterilization is called a tubal ligation. This means the egg cannot get out to be fertilized.

When a couple has all of the children they want, sterilization is a convenient, safe method of birth control. Either the husband or the wife may have the operation. There is no need for both to be sterilized.

Read about sterilization and answer the questions in Activity 3. Your teacher will tell you which booklet to read.

ACTIVITY 3

Answer the following questions in your Student Response Booklet:

1. Explain why a man cannot have children after a vasectomy.
2. Explain what is done in a female sterilization.

TRUE AND FALSE:

Mark "T" for true and "F" for false.

3. A person should use additional birth control for a few months after a vasectomy.
4. Eggs that are not fertilized can cause female problems.
5. A vasectomy does not interfere with future sexual enjoyment.
6. Sterilization is a very effective form of birth control.

7. Female sterilization is simpler and less expensive than male sterilization.
8. It is easy to reverse a sterilization.

Check your answers.

Contraception, or preventing the sperm from getting to the egg is the best method of birth control. However, if a woman becomes pregnant and does not want to have a baby, she can have an abortion. It is most important to go to a doctor or clinic as soon as a woman suspects pregnancy if she might want an abortion. The procedure is now legal. It should be done by a qualified doctor in a clinic or hospital. Counseling services are available at most clinics. Also, Planned Parenthood has a clinic and counseling services. This is probably the best place to call if you need abortion information.

PART 3

COMMUNITY RESOURCES

Now you are familiar with the different types of birth control. Let's take a look at where you can get birth control and how much it costs.

In order to use the pill, an IUD, or a diaphragm, you must see a doctor. You may go to a private physician or to a clinic. Sometimes a clinic provides free or low cost care. A private doctor is more expensive.

Some doctors specialize in birth control, pregnancy, and diseases of the female reproductive system. These doctors are called gynecologists. A gynecologist may be more expensive than a regular family doctor.

To get more information about costs and services where you live, do Activity 4. If you live in a small town, you may need to find out what is available in the nearest city. To do this activity, you will need the phone book. If you live in or around Indianapolis, you will need the booklet called **Where To Go For Help.**

When you have finished Activity 4, go on to Activity 5.

ACTIVITY 4

Find the following information and write it in your Student Response Booklet. If you have trouble finding information, ask your teacher for help.

1. Phone number of your local medical association. Someone there can give you the names of doctors in your area.
2. Name, address, and phone number of a family physician or doctor near you.
3. Name, address and phone number of a gynecologist. (Look under obstetrics and gynecology in the phone book.)
4. Name, address and phone number of a clinic that provides birth control.
5. Phone number of Planned Parenthood.
6. Now you should have all the necessary information in order to compare costs. Choose one of the following methods of birth control: pill, IUD, or diaphragm. Call a clinic, a family physician, and a gynecologist to check the cost of the birth control method you chose.
7. Next time you are in the drugstore, check the prices of these birth control methods: foam, condom, and the pill. Write the costs in your Student Response Booklet.

ACTIVITY 5

This is a review of the words used in this packet. Use each word listed below in a sentence. The sentence should be one that defines the vocabulary word. Use the dictionary if you are not sure of the meaning or definition:

1. birth control
2. intrauterine device (IUD)
3. family planning
4. abortion
5. population
6. contraceptive
7. gynecologist
8. condom
9. planned parenthood
10. population control
11. the pill
12. diaphragm

If you would like to read more about any of the things below, list them in your Student Response Booklet in the space provided.

Planned Parenthood Organization
Diaphragms
The pill
Sterilization of women
Vasectomy
Condoms
IUD
VD

ANSWER KEY

ACTIVITY 1

Matching

1. d
2. f
3. a
4. h
5. c
6. e
7. g
8. b

True - False

9. T
10. T
11. F
12. T
13. T
14. F
15. T
16. T
17. T
18. F

Word Meanings

19. Number of births per 1000 people in a year.
20. Number of deaths per 1000 people in a year.
21. Energy from the sun.
22. Countries that have not reached a high economic level.

ACTIVITY 2

1. The sperm cannot get from the testicles to the penis.
2. The tubes are tied or sealed so that the egg cannot get into the uterus or womb.
3. T
4. F
5. T
6. T
7. F
8. F

STUDENT RESPONSE BOOKLET

FAMILY PLANNING
AND
BIRTH CONTROL
H-4

NAME: ____

DATE: ______________________

ACTIVITY 1

Do this activity in your Student Response Booklet. Match each word with the letter of its meaning.

1. GREEN REVOLUTION
2. POLLUTION
3. NATURAL RESOURCES
4. INDUSTRIAL REVOLUTION
5. POPULATION
6. ZPG
7. MARGINAL LAND FIT FOR USE
8. POPULATION DENSITY

a. Things we use from nature
b. The number of people in a square mile
c. The number of people who live in a place
d. Finding better, more efficient farming methods
e. Birth and death rates are about the same
f. Happens when a natural resource is not fit for use
g. Not very good for growing food
h. When man started using machines to do his work

ACTIVITY 2

NAME OF METHOD	ADVANTAGES OF METHOD	DISADVANTAGES OF METHOD
METHODS THAT WORK BEST: 1.		
2.		
3.		
4.		
METHODS THAT WORK SOMETIMES 5.		
6.		
7.		

ACTIVITY 3

Why can't a man have children after a vasectomy?

1. ______________________________

____

What is done in female sterilization?

2. ______________________________

____

____

Mark "T" for true and "F" for false:

3. ______ 5. ______ 7. ______
4. ______ 6. ______ 8. ______

ACTIVITY 4

Write the information below:

1. Medical Association: ______________________________
2. Family physician or doctor near you:
   Name: ______________________________
   Address: ______________________________
   Phone: ______________________________
3. Gynecologist:
   Name: ______________________________
   Address: ______________________________
   Phone: ______________________________
4. Clinic:
   Name: ______________________________
   Address: ______________________________
   Phone: ______________________________
5. Planned Parenthood: Phone: ______________________________
6. Method Chosen: ______________________________
   Family physician cost: ______________________________
   Gynecologist cost: ______________________________
   Clinic Cost: ______________________________
7. Drugstore prices:
   Pill: ______________________________
   Foam: ______________________________
   Condom: ______________________________

ACTIVITY 5

Directions: Write your sentences below:

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____
5. ______________________________
____

6. ____________________

____

7. ____________________

____

8. ____________________

____

9. ____________________

____

10. ____________________

____

11. ____________________

____

12. ____________________

____

List below any of the things you would like to read about:

____

____

____

____

H-5: CHILD GROWTH AND DEVELOPMENT

TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT packet the adult learner will understand and be able to plan for child growth and development.

INTRODUCTION:

This SAT packet contains information on the care of infants, toddlers, and small children. It covers the areas of health and dental care, safety, and child care arrangements.

ADAPTABILITY:

This packet is easily adaptable for use with the following methods of instruction: individualized, one-to-one tutorial, buddy systems, and group work.

READING LEVEL:

This packet is designed for use with Level I, Phase II and Level II students. The teacher should choose material at a reading level which fits the individual student.

Suggested materials: Level I, Phase II
Children's Bureau Publications for sale by Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

"Your Baby's First Year"

"Your Child from One to Three"

"Your Child from Three to Four"

Level II

Children's Bureau Publications
"Infant Care"

"Your Child from One to Six"

Levels I and II

"Care of Children's Teeth"
American Dental Association
211 E. Chicago Ave.
Chicago, Illinois 60611

"Protection of Infants and Toddler's from Being Poisoned"
Proctor and Gamble
Cincinnati, Ohio 45201

MATHEMATICAL SKILLS:

No special math skills are needed for this packet.

PRE/POST TEST:

There is no pre/post test. Student interest should indicate which students use this packet.

SKILLS OBJECTIVES

- Reading
  - Develops vocabulary
  - Obtains information
  - Makes inferences
  - Follows directions
- Writing
  - Constructs lists
  - Constructs charts
  - Organizes factual information
- Speaking, Listening, Viewing
  - Obtains information
  - Conveys information
  - Describes personal views
  - Evaluates content
- Problem Solving
  - Defines need
  - Obtains information
  - Examines constraints
  - Determines plan of action
- Interpersonal Relations
  - Explains personal viewpoint
  - Understands others' viewpoints
  - Identifies and resolves potential conflict
- Computation
  - Adds decimals
  - Subtracts decimals
  - Multiplies decimals
  - Divides decimals

To the student . . .

In this packet, you will read information about infants, toddlers, and small children. You will learn about the importance of medical and dental care for small children. There is a section on babysitters and other child care services. Finally, you will use the phone book to find out what services are available in your community.

When you have finished this SAT packet, you should be well prepared to care for a young child. You will know what children do at certain ages. You will know when to take a child to the doctor or the dentist. You will also know how to use the phone book to locate services in your community.

Additional Materials needed are:

1) Children's Bureau Publications:
   "Your Baby's First Year"
   "Your Child From One to Three"
   "Your Child From Three to Four"
   "Your Child From One to Six"
   "Infant Care"
2) American Dental Association publication:
   "Care of Children's Teeth"
3) Pampers pamphlet:
   "Protecting Infants and Toddlers From Being Poisoned"

PART 1

INFANTS, TODDLERS, AND PRESCHOOL CHILDREN

A baby's first year is extremely important. During this time children grow very rapidly. They also learn quickly as the months go by. A baby develops a sense of trust if he/she is given lots of love. Read about a baby's first year. When you have finished reading, complete Activity 1.

Reading Assignments:
Your Baby's First Year
or
Infant Care

ACTIVITY 1

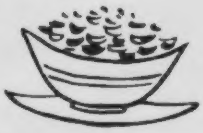
Answer the following. Write all of your responses in your Student Response Booklet in the space for Activity 1.

1. List three good baby toys that you have at home.
2. List the food groups that a baby needs to get a good diet.
3. Name three things you should do to make your home safe for a baby.
4. When you give a baby a bath, what is the most important thing to remember?
5. Why is it important to take a baby to the doctor regularly?
6. Name five signs of sickness in an infant.
7. What shots does a baby need?
8. At what age does a baby do the following things:
   babble
   roll over
   sit up
   crawl
   stand alone

True and False:

9. You should feed a baby when it is hungry.
10. Babies need a lot of water during the first 3 months.
11. Most mothers dress their baby too warmly.
12. A baby is usually ready for solid foods at age 3 months.
13. A baby should be weaned to a cup at about 4 months.
14. Newborn babies usually cry more than they sleep.
15. A large watery bowel movement is a reason to call the doctor.

Now let's take a look at the needs and be-



havior of children who are past infancy. You should read one of the following and then do Activity 2:

Reading Assignment:
Your Child From One to Three
or
Your Child From One to Six (pages 3 to 27)

ACTIVITY 2

Write your responses to the following in your Student Response Booklet.

1. Why do you think it is important to talk to a young child?
2. Why doesn't a toddler mind all of the time?
3. List some good household playthings for a two year old.
4. It is important to go slowly with toilet training. Explain why.
5. Make a well balanced sample menu for a young child.

Children are very curious and likely to get into

trouble as toddlers. Parents should be sure to baby proof their home. The most common accidents are poisoning, falls, fires, drowning, and automobile accidents.

Do the reading assignment and then complete Activity 3.

Reading Assignment:
Your Child From One to Six
Pages 74, 75, 76 ("Safety At Home")

Pampers pamphlet:
"Protecting Infants and Toddlers From Being Poisoned"

ACTIVITY 3

Write your responses to the following in your Student Response Booklet.

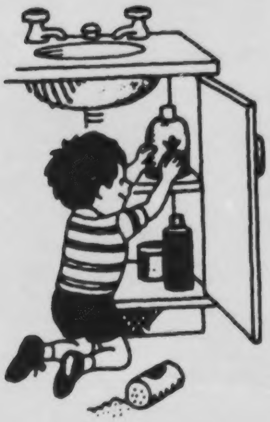
1. What are the two most common household poisons?
2. Explain how you can poison proof your home.
3. List the signs of poisoning.
4. Get the phone book and look up the number of the poison control center.
5. What part of a rhubarb plant is poisonous?
6. Write a safety rule for each of the following:

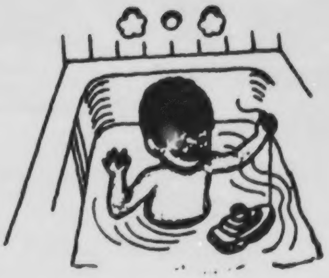
Automobiles

Burns and Fires

Suffocation or Choking

Water





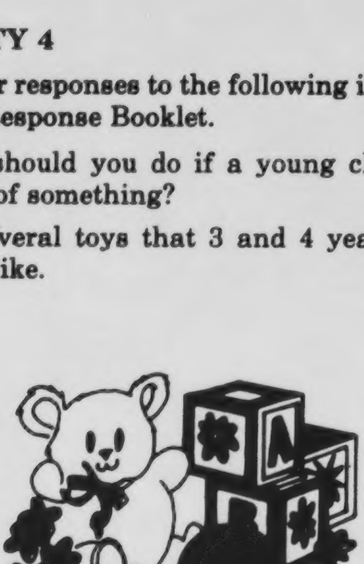
As children grow a little older, their needs change. A three year old usually asks lots of questions. He may sleep less and get sick more often. To find out more about this age, do the reading assignment then complete Activity 4.

Reading Assignment:
Your Child From Three to Four
or
Your Child From One to Six
Pages 28 to 44

ACTIVITY 4

Write your responses to the following in your Student Response Booklet.

1. **What should you do if a young child is afraid of something?**
2. **List several toys that 3 and 4 year olds might like.**



3. A new baby may upset a 3 year old. What can parents and other adults do to make things easier?
4. What is the best way to answer questions about sex and death?

PART 2

DOCTOR AND DENTAL CARE

In this section you will find out about when to take a young child to the doctor and the dentist. You will read about the importance of good dental care. You will also learn what symptoms of illness or injury need immediate care.

It is very important to have a doctor for your baby or child. A baby needs to have regular check ups. Certain shots are necessary to be sure your child does not get a serious disease like polio.

Two types of medical care for children are private doctors and community clinics.

Private physician or pediatrician:
You may have a family doctor who takes care of both children and adults. You may prefer a doctor who specializes or takes care of children only. This type of physician is called a pediatrician.

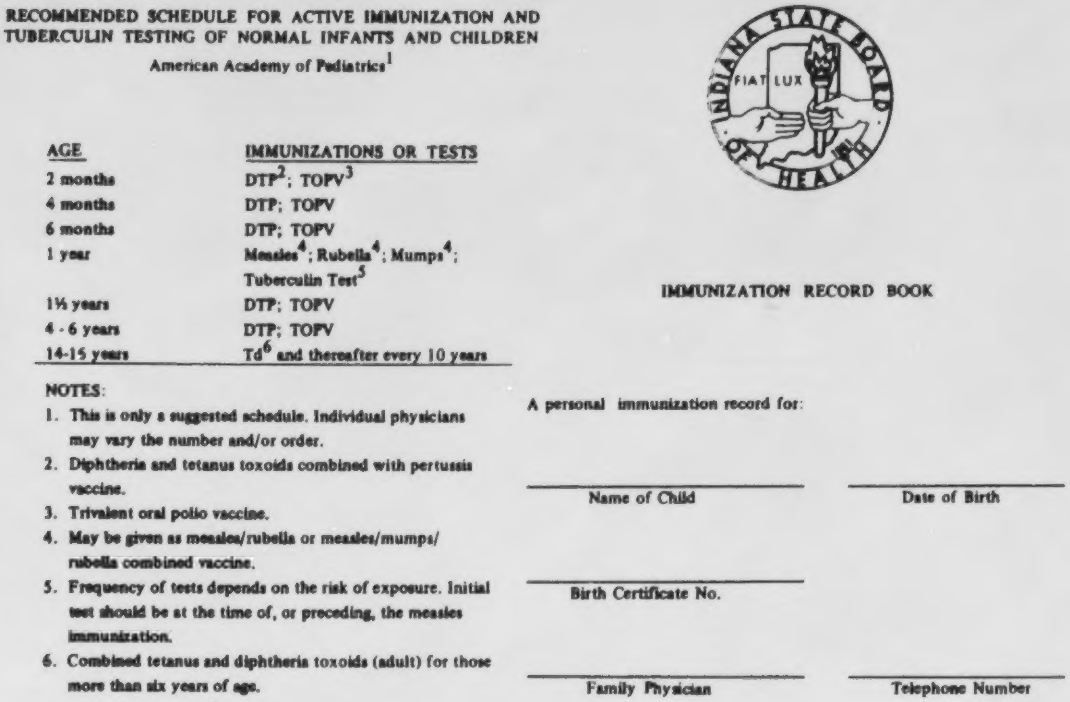
Ways to find a doctor for your child or children include:

1. Ask friends, relatives, or neighbors who have children for the name of their doctor.
2. Call a local hospital to get a list of staff doctors in your area.
3. Call the local medical association for information.

DOCTOR OF
DENISTRY

Clinics:
Many cities and towns have neighborhood health care clinics. Often these clinics have a program for well baby care. You can take your child for regular check ups and shots. The care is free or low cost. You can usually find out about these clinics by calling your county health and hospital corporation. They can also give you information about community health nursing. A community health nurse comes to your home in case you need special care at home.

Now let's take a look at some of the reasons your child may need medical care. The chart below is one made up by the Indiana State Board of Health. It shows the ages for certain shots. If you do not understand the chart and the record sheet on the next page, ask your teacher for help.



RECOMMENDED SCHEDULE FOR ACTIVE IMMUNIZATION AND TUBERCULIN TESTING OF NORMAL INFANTS AND CHILDREN

American Academy of Pediatrics[1]

AGE	IMMUNIZATIONS OR TESTS
2 months	DTP[2]; TOPV[3]
4 months	DTP; TOPV
6 months	DTP; TOPV
1 year	Measles[4]; Rubella[4]; Mumps[4]; Tuberculin Test[5]
1½ years	DTP; TOPV
4 - 6 years	DTP; TOPV
14-15 years	Td[6] and thereafter every 10 years

NOTES:

1. This is only a suggested schedule. Individual physicians may vary the number and/or order.
2. Diphtheria and tetanus toxoids combined with pertussis vaccine.
3. Trivalent oral polio vaccine.
4. May be given as measles/rubella or measles/mumps/rubella combined vaccine.
5. Frequency of tests depends on the risk of exposure. Initial test should be at the time of, or preceding, the measles immunization.
6. Combined tetanus and diphtheria toxoids (adult) for those more than six years of age.

IMMUNIZATION RECORD BOOK

A personal immunization record for:

Name of Child ____________ Date of Birth ____________

Birth Certificate No. ____________

Family Physician ____________ Telephone Number ____________

IMMUNIZATION HISTORY

(Take this record book to your family doctor or clinic each time an immunization is given)

DIPHTHERIA-TETANUS - PERTUSSIS (Baby Shots)	Primary Series			Boosters	
	1	2	3	4	5
Date:					

POLIO (Trivalent OPV)	Primary Series			Boosters	
	1	2	3	4	5
Date:					

TUBERCULIN TEST
(Specify type of test):

________ Date: ________ Result: ________
________ Date: ________ Result: ________
________ Date: ________ Result: ________

MEASLES (Rubeola) Date: ________ Vaccine ________

RUBELLA (German Measles) Date: ________ Vaccine ________

MUMPS Date: ________ Vaccine ________

MEASLES/RUBELLA COMBINED Date: ________ Vaccine ________

MEASLES/MUMPS/RUBELLA COMBINED Date: ________ Vaccine ________

OTHER IMMUNIZATION Date: ________ Vaccine ________

CHILDHOOD ILLNESSES

Disease	Date	Diagnosed by:
Measles		
Rubella		
Chickenpox		
Mumps		

ALLERGIES AND RESTRICTIONS

____
____
____
____
____

OTHER SERIOUS HEALTH CONDITIONS

____
____
____
____

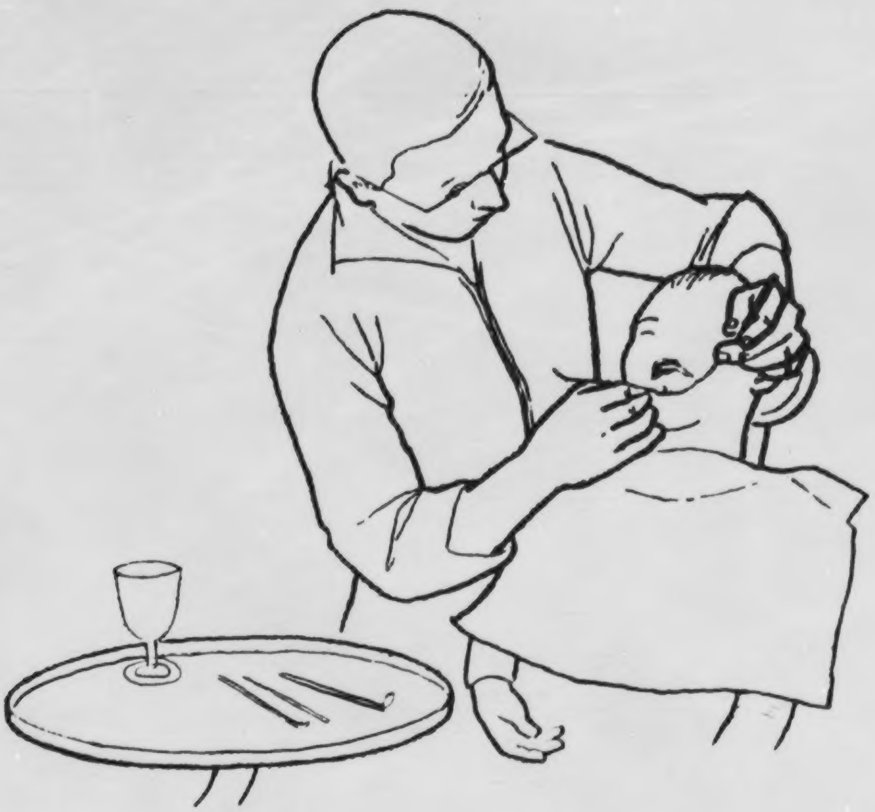
Sometimes it is difficult to decide whether to take an injured or sick child to the doctor. The following things are definite emergencies:

1. Severe bleeding
2. Choking
3. Poison swallowed
4. Very bad pain after a fall
5. Convulsions or bad shaking
6. Unconsciousness

These things need quick medical attention. You can learn about what you can do before you get medical help. There is a SAT packet on first aid which explains how to take care of emergencies.

Sick children often get better without medical attention. However, there are certain warning signs that mean you should see the doctor. Something serious could be wrong. Here is a list of symptoms which could mean trouble:

1. A temperature of 101° or over.
2. A temperature that lasts for several days.
3. Stiffness in the neck or back.
4. Stomach pain that doesn't go away.
5. Loss of appetite.
6. Vomiting or diarrhea that doesn't stop after a few days.
7. Skin rash.



Regular dental check ups are also important. One half of all two year old children have cavities. Read the booklet on **Care of Children's Teeth.** It is written by the American Dental Association. When you have finished, do Activity 5.

ACTIVITY 5

Write "T" for true and "F" for false. Write all of your responses in your Student Response Booklet.

1. You should not expect to stay with your child when the dentist looks at him/her.
2. The best time to brush your teeth is when you get up in the morning.
3. The first visit to the dentist should be at age four.
4. Plaque is the main cause of gum disease.
5. Permanent teeth start to come in at about age eight.
6. Children should go to the dentist every six months.
7. Fluoride helps prevent tooth decay.
8. Teething can cause illness in young children.
9. The roots on baby or primary teeth dissolve.
10. Most dental disease can be prevented.

It is quite important for every young child to have regular dental care. Regular care should mean fewer cavities. It should also prevent adult dental problems. If you need a dentist, ask friends or your doctor. You can also look in the phone book and call the Indiana Dental Association. They will give you names of dentists near your home. Many neighborhood health clinics have dentists on their staff.

PART 3

BABYSITTERS

Many people are lucky enough to have family and friends who will babysit. These are people that you know will take good care of your child. If you need a sitter, there are several places you can call. Your county welfare department should be able to give you names of licensed sitters. Colleges often have a list of students who babysit. If you call a college, ask for the dean of women.

When you have a new sitter there are several things you should do:

1. Talk to the sitter. Be sure you feel alright about leaving your child or children with this person.
2. Let the sitter and the children get to know each other before you leave.
3. Write down the following information for the sitter:

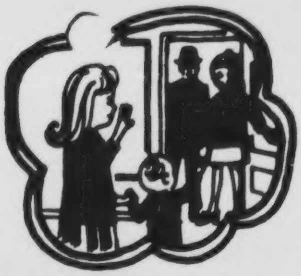
   The phone number where you can be reached or the phone number of a close friend or relative.

   In case you can't be reached, write down the following emergency numbers:
      Fire
      Doctor
      Police

   Instructions for meals and bedtime.

   Rules for older children if they play in the neighborhood.

The National Safety Council has suggested the following information be put on a card. It should be hung by the phone:



YOU'RE IN CHARGE

at

____
our street address

We are putting our most precious possession in your charge. Please read and follow our "house rules." Keep the information on this card near the telephone. It will tell you who to call if anything unusual happens while we are away.

We'll be at:

Name: ____________________________

Address: ____________________________

Phone: ______________ **We'll return by** ______ **o'clock**

In an emergency:

Neighbor: ______________ **Phone:** __________

Fire Department: ________________________

Police Department: ________________________

Doctor: ______________ **Phone:** __________

Hospital: ____________________________

Names and ages of our children: __________________

____

Bedtime hour: ________________________

Additional Remarks: ______________________

KIDDIE LAND
DAY CARE CENTER
WE SPECIALIZE IN LOVE & CARE
BREAKFAST, LUNCH & SNACKS
948 W 30 — 923-8885

Day Care Centers

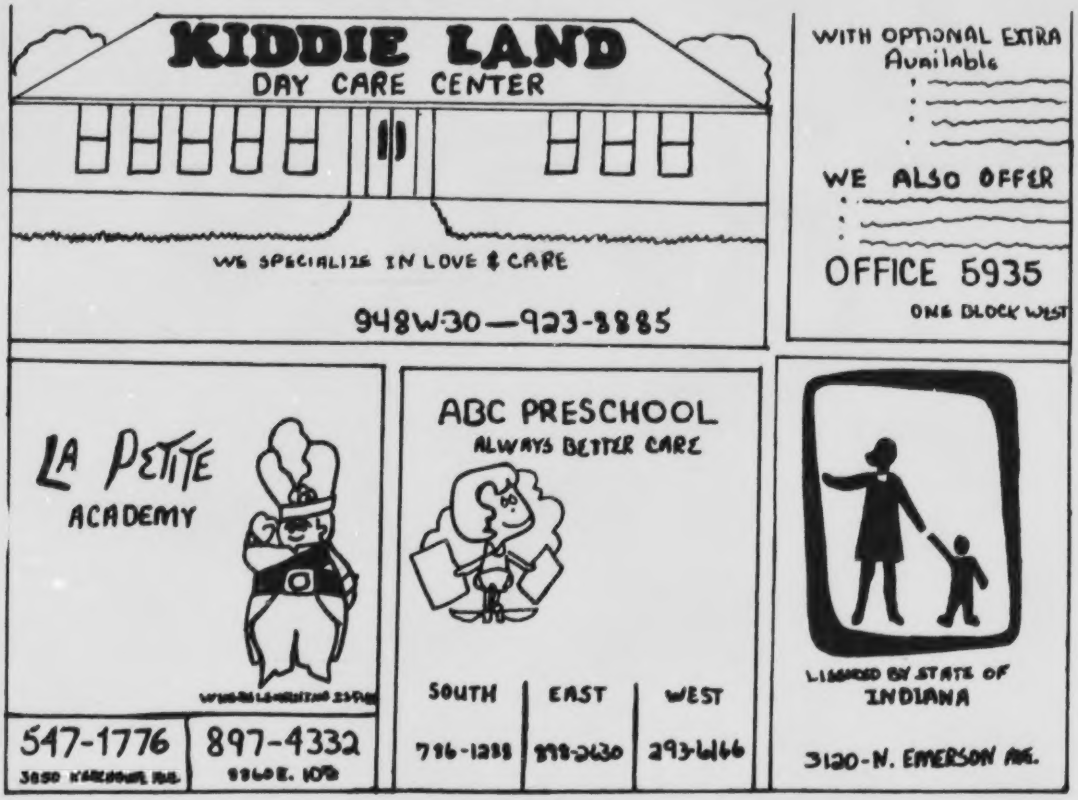
A day care center is a place you can leave your child if you work. There are many good day care centers. However, some centers, even licensed ones, are quite bad. Rates and type of care vary. You can find the names and locations of centers in the phone book. Before you enroll your child in a center, you should visit it. Check for the following things:

1. Is the center clean?
2. Do you think there are enough adults to take proper care of the children? There should be one adult for every 5 children.
3. Do the workers seem to like children? Do they get really involved?
4. Does the center look safe? Is it child proof?
5. Find out if you can visit anytime. If you can't, find out why.
6. Check on the health rules. Are sick children sent home?

PART 4

COMMUNITY RESOURCES

This section will help you find out about the locations, costs, and types of child care in your city or town. Check with your teacher to see if you need special materials. Large cities often


KIDDIE LAND
DAY CARE CENTER
WE SPECIALIZE IN LOVE & CARE
948W30—923-8885
WITH OPTIONAL EXTRA Available
WE ALSO OFFER
OFFICE 5935
ONE BLOCK WEST
LA PETITE ACADEMY
547-1776
897-4332
ABC PRESCHOOL
ALWAYS BETTER CARE
SOUTH
EAST
WEST
796-1288
898-2630
293-6166
LICENSED BY STATE OF INDIANA
3120-N. EMERSON AVE.

have a special book with information about services.

If you live in or around Indianapolis, you will need the book called **Where To Go For Help.** You will also need the phone book. Complete Activity 6.

ACTIVITY 6

Find the following information and write it in your Student Response Booklet. If you live in a small town, you may not be able to answer all the questions. If you have trouble finding information, ask your teacher for help.

1. Phone number of your local or nearest medical association.
2. Phone number of your local dental association.
3. Phone number of your county Health and Hospital Corporation.
4. Phone number of your county Welfare Department.
5. Name, address, and phone number of two day care centers near you.
6. Name, address and phone number of the nearest health clinic. You may need to call the Health and Hospital Corporation to get this information.
7. Name and phone number of two babysitters. You should get these from the welfare department or a nearby college.
8. Name and phone number of a private physician and a neighborhood clinic. Call these two places and find out the cost of a well baby check up.

Try letting your fingers do the walking in the Yellow Pages.

There is one important family service that we haven't covered. This service is called family counseling. Everyone hopes to have a happy well adjusted family. In our busy, changing world it is often very difficult for all family members to be happy. Tensions and pressures may build up between adults in the family. Sometimes even young children become disturbed and need special help.

If anyone in your family seems especially upset a lot of the time, they probably need to talk about it. A trained counselor is often able to identify and help solve problems.

If a husband and wife fight a lot or begin to dislike one another, they need help. A marriage counselor is trained to help couples understand each other.

There are several places that offer counseling services. Private counselors are listed in the Yellow Pages under psychologists. They are usually quite expensive. Many church organizations have a counseling center. Family Service Association provides counseling. It has a sliding scale fee. This means the less money or income you have, the less you pay. Some cities have a mental health center. To find out more about counseling services, complete Activity 7.

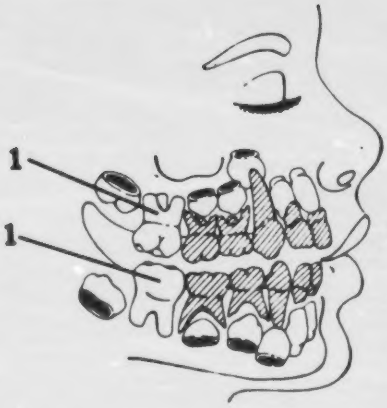
ACTIVITY 7

Find the section in the Yellow Pages that has counseling services. Headings to check include "Marriage and Family Counseling," "Psychologists," and "Counseling Services." After you locate the section, write the following information in your Student Response Booklet.

1. Name, address and phone number of a private counselor near your home.
2. Name, address and phone number of two clinics or centers. Try to pick one public and one private clinic. Ask your teacher if you need help with this one.
3. Now call each of these places and ask about the fee or cost for counseling.

In this packet we have covered some of the most important areas of child care. You may want more information. Below is a list of additional materials. If you would like information on some of these, write the titles in your Student Response Booklet. Do this in the space provided for Activity 8.

Dental Care
Eating habits
Sleeping habits
Destructiveness of children
Baby's first months
Diaper rash
Stimulating baby's mind
Protecting babies from accidents
Child abuse
Understanding your child from age 6 to 12



STUDENT RESPONSE BOOKLET

CHILD GROWTH
AND
DEVELOPMENT
H-5

NAME: ______________________________

DATE: ______________________

ACTIVITY 1

1. 1) ____________________
2) ____________________
3) ____________________

2. 1) ____________________
2) ____________________
3) ____________________
4) ____________________

3. 1) ____________________
2) ____________________
3) ____________________

4. ____________________
____

5. ____________________
____

6. 1) ____________ 4) ____________
2) ____________ 5) ____________
3) ____________

7. 1) ____________ 4) ____________
2) ____________ 5) ____________
3) ____________

8. Babble ____________ Roll over ____________
Sit up ____________ Crawl ____________
Stand alone ____________

TRUE AND FALSE: (Mark "T" for true or "F" for false)

9. ______ 10. ______ 11. ______ 12. ______
13. ______ 14. ______ 15. ______

ACTIVITY 2

1. ____________________
____
____

2. ____________________
____
____

3. ____________ ____________
____________ ____________
____________ ____________

4. ____________________
____
____

5. Make your menu below:

Breakfast	Lunch	Dinner

ACTIVITY 3

1. ____________________

2. ____________________

3. 1) ____________ 5) ____________
   2) ____________ 6) ____________
   3) ____________ 7) ____________
   4) ____________ 8) ____________

4. ____________________

5. ____________________

6. Automobiles: ____________________

   Burns & Fires: ____________________

   Suffocation or choking: ____________________

   Water: ____________________

ACTIVITY 4

1. ____________________

2. ____________ ____________

3. ____________________

4. ______________________________
____
____
____

ACTIVITY 5 (Mark "T" for true or "F" for false)

1. ______ 2. ______ 3. ______
4. ______ 5. ______ 6. ______
7. ______ 8. ______ 9. ______
10. ______

ACTIVITY 6

1. Medical Association: ______________________________
2. Dental Association: ______________________________
3. Health & Hospital Corporation: ______________________________
4. Welfare Department: ______________________________
5. First Day Care Center:
   Name: ______________________________
   Address: ______________________________
   Phone: ______________________________
   Second Day Care Center:
   Name: ______________________________
   Address: ______________________________
   Phone: ______________________________
6. Nearest Health Clinic:
   Name: ______________________________
   Address: ______________________________
   Phone: ______________________________
7. First Babysitter:
   Name: ______________________________
   Phone: ______________________________
   Second Babysitter:
   Name: ______________________________
   Phone: ______________________________
8. Private Physician: ______________ ______________
   Neighborhood Clinic: ______________________________

ACTIVITY 7

1. Private Counselor:
Name: ____________________
Address: ____________________
Phone: ____________________

2. Private Clinic:
Name: ____________________
Address: ____________________
Phone: ____________________
Public Clinic:
Name: ____________________
Address: ____________________
Phone: ____________________

3. Private Clinic: Cost: ____________________
Public Clinic: Cost: ____________________

ACTIVITY 8 (Make your list below:)

H-6: ADOLESCENTS
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT Packet the adult learner will understand the special needs and concerns of the adolescent. The adult learner will also be able to facilitate the transition from childhood to adulthood.

INTRODUCTION:

This packet includes individual work in the areas of adolescent physical changes, mental changes, and common teenage problems. In addition, the importance of proper nutrition and exercise is covered as individualized instruction.

ADAPTABILITY:

This packet is easily adaptable for group work. You need at least three or four people in your classroom who are interested in participating in a group in order to use the group work section. They should agree to meet for at least two sessions.

Group Session One: Resource Person

For this session you should get a resource person to come and speak about adolescence. He/she should be someone who deals regularly with this age group. Possible places to contact for a speaker include:

Children's Bureau
County Child Guidance Clinic
Psychologist or Social Worker
High School Guidance Counselor

Group Session Two: Role play and Discussion

This is a role play and general discussion session. Possible activities for this session are the following:

1. Have each adult learner write or describe a problem that deals with an adolescent. Problems may involve such things as peer group pressure, employment, school, drugs, or the law. Choose problems of common interest and have the students role play to work through a solution.
2. Lead a discussion on the difficulties and rewards of being an adult who has day to day contact with an adolescent. Discuss different approaches to adolescent-family relations. Positive strategies should be encouraged. Role playing may be helpful. A Public Affairs pamphlet, "Parent-Teenager Communication, Bridging the Communication Gap", is a good teacher/student resource.

READING LEVEL:

The student should experience success with this packet if he/she reads at Level I, Phase II.

MATHEMATICAL SKILLS:

No special math skills are needed for this packet.

PRE/POST TEST:

There is no pre/post test. Student need and interest should indicate which students use this packet. There is an interest checklist at the end of the Student Response Booklet.

ADDITIONAL MATERIALS NEEDED:

It All Depends On You, National Dairy Council, Rosemont, Ill. 60018

The following materials are helpful, but not necessary:

1. **An Adolescent in Your Home,** Department of HEW, Children's Bureau, Washington, D.C., 20201.
2. **Teen Questions About Sex,** Planned Parenthood, 1120 Genesee St., Syracuse, N.Y.
3. **Parent-Teenager Communication, Bridging the Communication Gap.**

SKILLS OBJECTIVES:

Reading
  Develops vocabulary
  Obtains information
  Makes inferences
  Derives personal relevance

Writing
  Organizes factual information
  Compiles lists

Speaking, Listening, Viewing
  Seeks information
  Conveys information
  Evaluates the content
  Derives personal relevance

- Problem Solving
  - Defines need
  - Obtains information
  - Analyzes alternatives
  - Selects best strategies
- Interpersonal Relations
  - Explains personal viewpoint
  - Understands others' viewpoints
  - Identifies and resolves conflict

To the student . . .

Adolescence is the time when a child changes to an adult. The body starts to grow into the body of a man or woman. Adolescence takes up most of the teenage years and ends around the age of twenty-one.

In this packet you will read about:
- physical changes during adolescence
- common teenage problems
- teenage nutrition and exercise
- community assistance for problems
- relationships between parents and teenagers/adolescents

If there are vocabulary words in this packet that are difficult, ask your teacher for help.

INTRODUCTION

Adolescence is a word which means growing up. It is the time between childhood and adulthood. A common word for adolescent is TEENAGER. Adolescence usually starts between the ages of 10 and 14. Usually it is considered that adulthood is reached at age twenty-one.

Adolescence can be a very difficult time for parents and their children. It is important for teenagers to understand their bodies. It is also important for parents and other adults to know about adolescent problems. During the teenage years, girls and boys usually challenge their adult peers. They are trying to grow up. They need to learn to get along with less help from parents. They often like to spend more time with their friends than with parents. Changes in disposition are noted. Sometimes feelings and actions are like an adult — other times more like a child. This is all a normal part of growing up.

The beginning of adolescence is called puberty. This is the time in life when the reproductive organs become operative. This is the age when maturity begins. Puberty starts for a girl when she begins menstruation or having periods. Breast growth and pubic hair are also evidence of puberty in females.

Boys often develop later than girls of the same age. It is not as easy to determine when boys reach this stage. Puberty is indicated when the voice begins to get lower. Other signs are growth of pubic hair and the change in testicles.

Along with these physical, or body changes, emotional changes take place. Feelings and emotions are changing. An adolescent begins to worry when these body changes take place. Anxieties about the future are common. The adolescent wonders who he really is and what his body will be like in a few years. The desire for independence conflicts with dependence. Realization that independence must replace dependence upon parents creates new problems.

Physical and emotional changes are a natural part of growing up. However, there are many things that can be real problems in the lives of teenagers and their parents. Most teenagers worry about dating and doing things with their friends. Some start taking drugs.

ACTIVITY 1

Make a list of the possible problems that a teenager might have. Do this in your Student Response Booklet. When you have finished, check your list with the problems that follow in Part Two of this unit.

PART 2

ADOLESCENT PROBLEMS

Adolescent problems can be divided into two groups. These are normal problems and serious problems. Normal problems are:

dating
sexual worries
pressure from friends
fighting with parents
money
religion

Let's take a look at each one of these possible problems. Teenagers are often anxious about dating. As their bodies start to change, boys and girls begin to think about emotional feelings. They feel a special attraction toward members of the opposite sex. However, in the early teenage years they feel awkward and unsure. When they begin to date questions arise about kissing and touching each other.

Many are anxious and concerned about having sexual intercourse.

It is important for an adolescent/teenager to know the facts about sex. Even if the local school has a sex education program, it may or may not be a good one. Do not assume the facts are already known. You may feel uncomfortable talking about sex. Planned Parenthood has a good booklet called **Teen Questions About Sex.** Let your teenager read this and ask you questions. Try to be as open and honest as possible. Be sure he/she understands how you feel about sex, love and marriage. Reasons for these feelings should also be discussed.

Often pressure from friends causes trouble. Teenagers may do things they know are wrong just because friends are doing it. During the adolescent years, friends become very important. Many teenagers would rather be with their friends than with their family. This is a normal part of becoming an adult.

Teenagers often begin fighting with their parents. They and their friends try to talk parents into things. If teens don't get what they want, they may get angry. The anger is different from the anger of a younger child. A younger child knows that a parent is the boss. Parents have the final word. A teenager is beginning to see parents differently. Parents are seen as adults who are not perfect and not always right. The teenager will soon be an adult. Parents should try to be patient with a quarrelsome teenager. This behavior will pass. Don't get caught in a yelling match. Stay calm and reasonable. Remember all the physical and emotional changes the child is having.

Sometimes parents and teenagers argue about money. At this stage in life money becomes important. Money buys clothes, radios and other things that impress friends. If a teenager can find a job, the money problems should not be too bad. He/she knows how much money to expect and when to expect it. Parents should make it clear if teenagers are to pay for certain items, such as clothes and entertainment.

Another problem some young people have is religion. A teenager may decide to join a church, change churches, or join a so-called religious group. This is an age of questioning. Adolescents are trying to make sense out of life. They want to figure out for themselves if what they have been taught about God is true. Again, parents need to be patient and answer questions.

All of the problems mentioned are common, normal things to expect from a teenager. Usually the problems disappear as the child reaches adulthood.

ACTIVITY 2

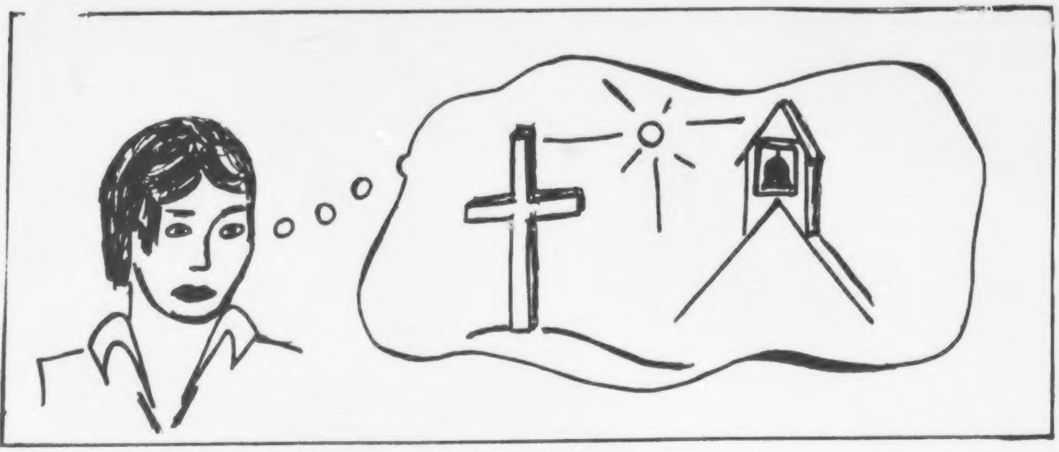
Write a solution for the following problems in your Student Response Booklet:

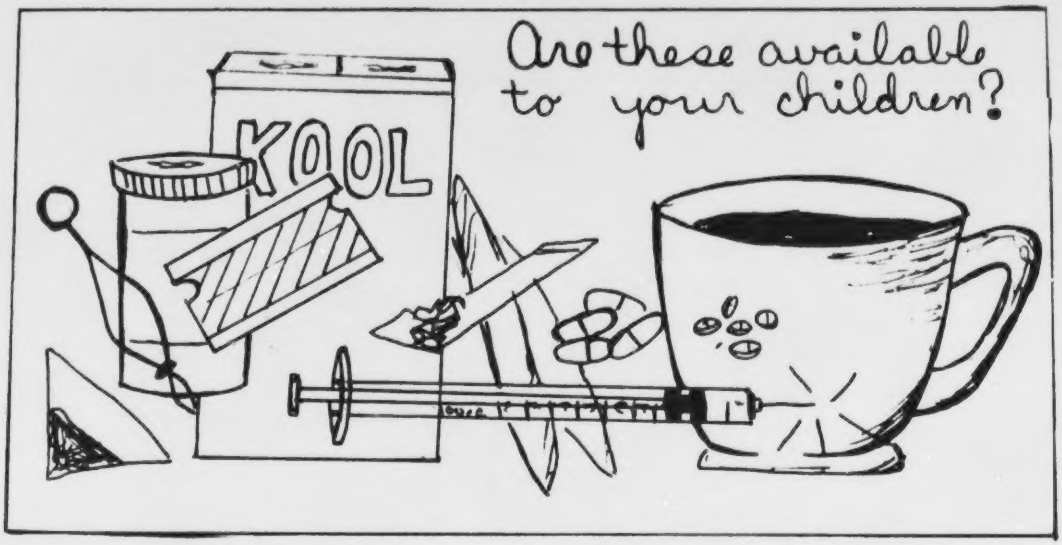
1. Susan is a teen who wants to stay out until 1:30 AM on weekends. She says all of her friends stay out that late. Her parents think 1:30 AM is too late. How do you suggest they handle the problem?
2. John has regularly gone to church with his parents since he was a baby. Now he wants to stop going to church completely. He says religion doesn't make sense anymore. Do you think his parents should force him to go? Why or why not?

Now let's move on to the more serious adolescent problems. These include:

drugs
running away
VD
pregnancy

More and more teens are trying drugs than ever before. The most frequently used drugs are alcohol or liquor, tobacco, and marijuana or pot. Other drugs include uppers or amphetamines, downers or barbiturates, and LSD. All of these are unhealthy and even dangerous for a growing body. Usually teenagers use drugs with a group of friends. They feel they should do what their friends are doing. It is often very difficult to find out if your own child is using drugs. Teenagers are good at hiding this from adults, especially if use is only once in awhile. Constant use or addiction is easier to discover. Pot smoking




Are these available to your children?
KOOL

causes bloodshot eyes. Downers make people sleepy and quiet. Often they put users to sleep. Uppers or speed cause lots of quick talking and moving around. They also keep people awake and make them less hungry. LSD or acid causes strange or mixed up talk and actions.

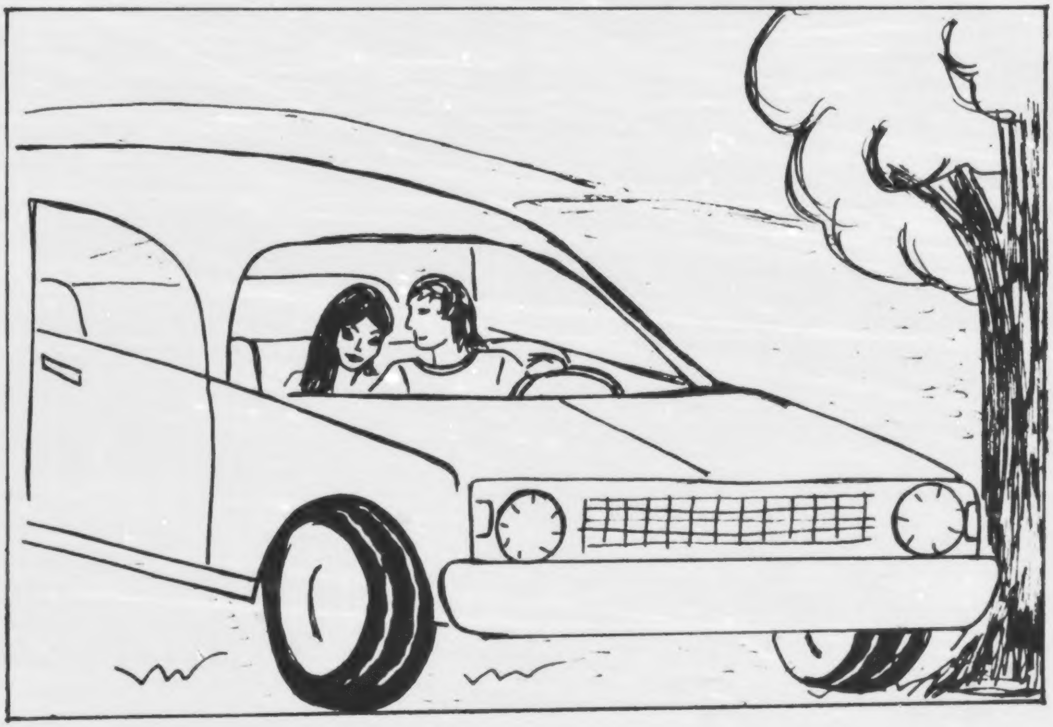
If you notice any of these symptoms in a teenager, he/she may have a drug problem. There are drug abuse programs in most larger cities. You can find out about them by looking in the Yellow Pages under drug abuse. You can also call a local hospital or health department for information. Alcoholics Anonymous has a special program for teenage drinkers.

Running away from home is less common than drug usage. However, when it happens it usually means there is a serious problem. If this happens in your family, try to locate the child as soon as possible. A child who believes things are bad enough to run away needs help. Sometimes parents don't realize that their teenager is unhappy. When a runaway returns home, he/she needs to know parents were worried and concerned. Parents should try to get their adolescent to talk about why he/she left. Sometimes professional help is needed. A social worker or psychologist can talk to the whole family. This should help the parents and children talk to each other more often.

Another very serious problem among adolescents in the United States is sex before marriage. This leads to the spread of venereal disease (V.D.). It is also the cause of teenage pregnancy. One fifth of the babies in the U.S. have teenage mothers. In most cases a teenager is too young to be a very good mother. She is still growing up herself. Having a baby to take care of may make her resentful. Also babies born to teenagers are more likely to be premature and/or retarded.

V.D. is now present in this country in epidemic numbers among people ages 15 to 24. Epidemic means a sickness that large numbers of people catch in a country. V.D. can be cured if it is discovered early. If it is not discovered and treated, a person becomes very sick many years later. The two most common types of V.D. are gonorrhea and syphilis. These diseases can only be caught from other people during sexual intercourse.

To avoid both pregnancy and V.D., an adolescent must know the facts. Parents can help by talking with teenagers or giving them things to read. Don't assume the child is not having sex. As with drugs, teenagers are good at hiding their sexual behavior. Those teens who do not have the facts may have strange ideas about pregnancy. Some think that having sex while standing up will prevent pregnancy. Many believe that having sex right after the girl's period will prevent pregnancy. These are just two examples.



Teenagers have many other wrong ideas about how females become pregnant. Perhaps if they know the real facts there would be fewer pregnancies.

PART 3

EXERCISE AND DIET

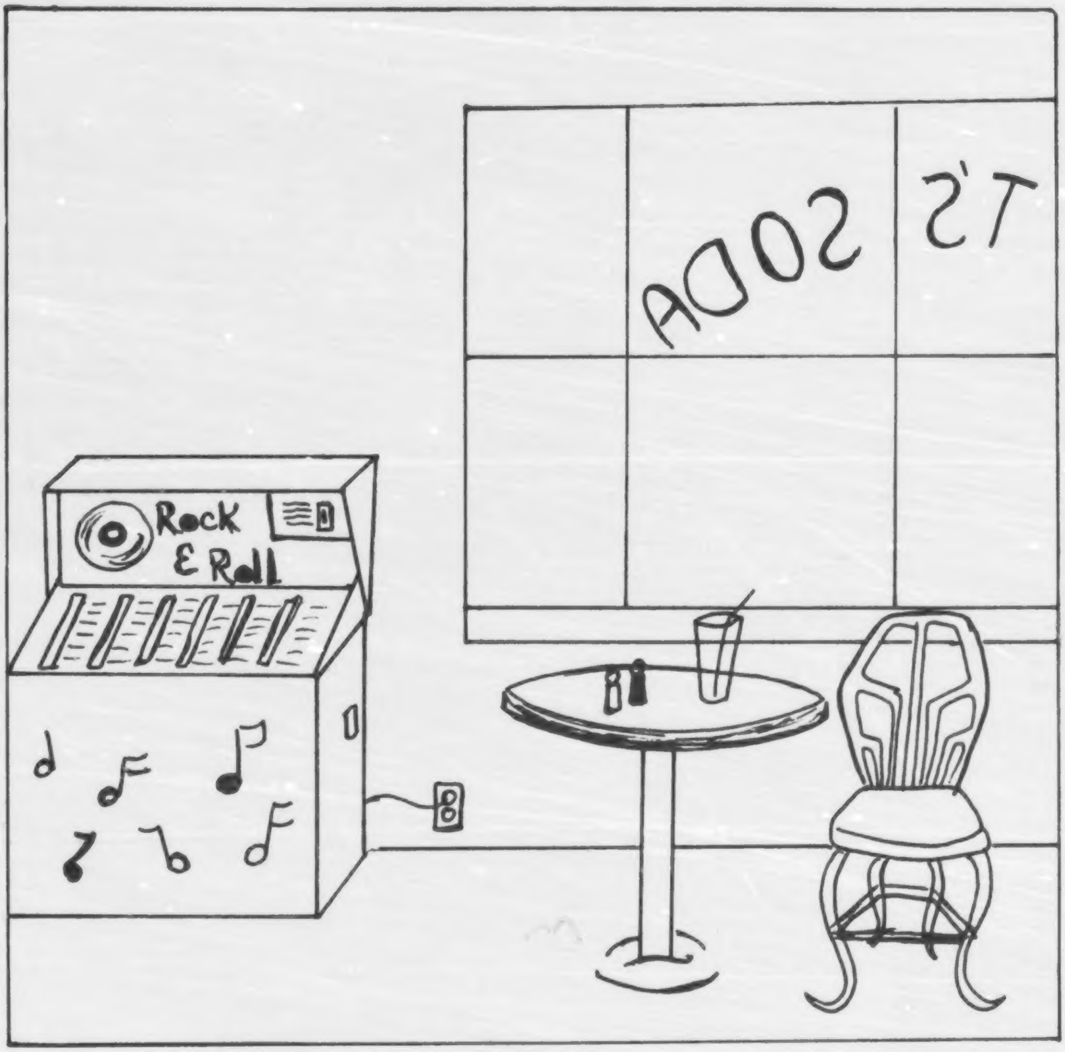
Adolescents have special needs for exercise, rest, and good food. Their bodies are still growing. Even with physical education programs in school lots of teens don't get enough exercise. Running, hiking, or jogging are things that help develop a strong heart and generally healthy body.

It is important for teenagers to get enough sleep. A tired teenager is more likely to have illnesses.

Adolescents usually eat a lot because their bodies are growing fast. They need to eat lots of protein foods like meat, cheese, and eggs. They also need to drink four glasses of milk a day. Fruits, vegetables, and cereal products are important. Teenage malnutrition or eating the wrong foods is a real problem today. Our young people often like to eat and drink junk food such as potato chips, cookies, and cokes. They eat too many hamburgers, french fries, and milk shakes. Parents can help by having well balanced meals available. To find out more about what teenagers need to eat, do Activity 3.

ACTIVITY 3

You will need the booklet **It All Depends On You** by the National Dairy Council. Read this booklet. Then use the chart on the last page, (page 14), to plan food for a teenager for one day. Include snacks in your plan. You will find space for this in your Student Response Booklet.



PART 4

COMMUNITY RESOURCES

In this section, you will find information about teenage services where you live. As you have read, adolescents can have a number of different problems. Large cities have programs to deal with these problems.

You will need the phone book to complete Activity 4. If you live in or around Indianapolis, you will need **Where To Go For Help,** from the Indianapolis News. If you live in a small town, you will need the phone book for the closest city.

ACTIVITY 4

Look up the phone numbers for the following places. Write the numbers in your Student Response Booklet.

1. Planned Parenthood
2. V.D. Clinic
3. Alcoholics Anonymous
4. Drug Rehabilitation Program
5. Family Counseling Service (Look under Marriage and Family Counseling)
6. Youth Employment Service (Call your State Employment Office to see if there is a special program for teens.)

PART 5

GROUP WORK

Do not do this section until you talk to your teacher. It is meant to be done with other people.

ACTIVITY 5

Before group session one, write any questions you would like an expert to answer about adolescence. Do this on your own paper.

ACTIVITY 6

Before next class meeting, think of at least one problem you or someone you know has had with an adolescent. Problems may involve such things as lying, school, drugs, or trouble with the law.

STUDENT RESPONSE BOOKLET
H-6
ADOLESCENT DEVELOPMENT

NAME: ______________________________

DATE: ______________

ACTIVITY 1

List below the possible problems a teenager might have:

ACTIVITY 2

1. Solution to Susan's problem: ______________________________
____
____
____

2. Solution to John's problem: ______________________________
____
____
____

ACTIVITY 3

Write your menu below:

BREAKFAST:

LUNCH:

SNACK:

DINNER:

ACTIVITY 4

Phone numbers:

1. Planned Parenthood: Phone: ______________________________
2. V.D. Clinic: Name: ______________________________
Phone: ______________________________
3. Alcoholics Anonymous: Phone: ______________________________
4. Drug Rehabilitation Program:
Name: ______________________________
Phone: ______________________________

5. Family Counseling Service:

Name: ______________________________

Phone: ______________________________

6. Youth Employment Service:

Name: ______________________________

Phone: ______________________________

Put a check (✓) by any of the things listed below about which you would like to have more information:

____ Preteenagers and Sex

____ The Child And the Law

____ Teenage Alcoholics

____ V.D. among Teenagers

____ Health Care for the Adolescent

____ Teen Questions About Sex

____ Drugs

HEALTH 8: INTERACTION IN THE FAMILY

TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT packet the adult learner will understand the interaction of self with small groups and other individuals.

INTRODUCTION:

This packet includes materials on small group interaction. There is information on marriage, divorce, and single parenthood. Each student, depending on his/her marital status, will find areas of personal interest. Students have the option to read material that is relevant to their own situations. A student may not wish to do every activity.

ADAPTABILITY:

Since this packet deals with group interaction, it is recommended that some planned interacting take place in the classroom or center.

Everyone is involved in some type of family interaction. Group Sessions One and Two may easily be done with the entire student group. Session Three is optional, depending upon student interest.

Group Session One: Resource Person

For this session have a resource person visit the class. Contact the local Mental Health Association for information concerning available resource persons.

Group Session Two: Role Play and Discussion

This is a role play and general discussion session. Possible activities for this session are:

1) Have each adult learner write or describe a conflict within his/her family group. Choose problems of common interest and have students role play to resolve the conflict.
2) Lead a group discussion on problems that arise in a work group or a friendship group. Have adult learners define specific problems and role play possible solutions.

Group Session Three: Resource Person

This is a useful session if there are several students who are divorced and/or single parents. Schedule a resource person who is experienced in working with the problems of divorce and single parenthood. The format could be questions and answers followed by general discussion. Ask the students to prepare questions and problems for discussion ahead of time.

READING LEVEL:

The student should experience success with this packet if he/she reads at Level I, Phase II or at Level II.

MATHEMATICAL SKILLS:

No special math skills are needed for this packet.

PRE/POST TEST:

There is no pre/post test. Student need and interest should indicate which students use this packet.

ADDITIONAL MATERIALS NEEDED:

The following pamphlets are recommended for use with this packet. They are available from:

Public Affairs Pamphlets
381 Park Avenue South
New York, N.Y. 10016

New Ways to Better Marriages
Talking It Over Before Marriage
Saving Your Marriage
The Early Years of Marriage
Building Your Marriage
Divorce
Marriage & Love In The Middle Years
One Parent Families

SKILL OBJECTIVES:

Reading
- Develops vocabulary
- Obtains information
- Makes inferences
- Derives personal relevance

Speaking, Listening, Viewing
- Seeks information
- Conveys information
- Derives personal relevance

- Problem Solving
  - Identifies problem
  - Obtains information
  - Identifies alternatives
  - Determines plan of action
- Interpersonal Relations
  - Explains self
  - Understands positions of others
  - Identifies and resolves potential conflict
- Computation
  - Adds
  - Multiplies

To the student . . .

In this SAT Packet, you will read and learn about group interaction and how individuals are affected by groups. You will be asked to read outside reading materials to inform you of information about family life. There will be discussions concerning marriage, divorce, single parents. Identifying and solving problems with others will be included in the activities. Interacting with others in a group situation will be possible. There may be other activities that you would like to have included. If so, feel free to talk to your teacher about this. If you need additional reading materials, your teacher will also assist you in identifying and locating these for you.

COMMUNICATION

Most of us spend much of our time in small groups, at home, work or play. Most groups have trouble getting along all of the time. This is normal. Every person in the group has his/her own way of thinking. Sometimes a problem comes up and people in the group disagree on a solution. The best way to solve a group problem is by honest communication. This means talking things over and listening to others. Here is a list of ways to use communication to help solve group problems.

1) Be open and honest. Say what you really mean.
2) Listen to the other person's point of view.
3) Do not interrupt when someone is giving his/her point of view. Don't tune out if you disagree.
4) Stick to the facts of the present problem. Don't get angry and bring in past troubles.
5) Always keep in mind that you are trying to find a solution.

ACTIVITY 1

Think of a problem you've had recently with another person or small group. Describe or write down the problem in your Student Response Booklet. Think about how things turned out later. Now write a solution using what you have read about communication.

FAMILY RELATIONSHIPS

The most important small group in a person's life is the family. All of us hope to have a happy family life. Family life starts anew with marriage. A person's parents take second place to a husband or wife. There are several stages of marriage. These include choosing a mate, the early years, the middle years, and the later years. Each stage has its own problems. The following pages provide information about these stages.

CHOOSING A MATE

Many people get married for the wrong reasons. Money, sex, and getting away from parents are a few of the wrong reasons for getting married. As a result, both partners are usually unhappy. To help insure a good marriage requires work and thought. Learning to talk and communicate help in choosing a mate. Look at these topics.

money
religion
sex
relatives
family planning
roles (who will do what things)

Those planning marriage should agree on how each of these things fit into married life. If two people do not agree before marriage they will certainly have trouble after marriage.

ACTIVITY 2

If you are thinking about getting married, read these pamphlets. As you read, take notes in the Student Response Booklet.

Talking It Over Before Marriage
Be Informed Series On Marriage
(pages 1-16)

EARLY YEARS OF MARRIAGE

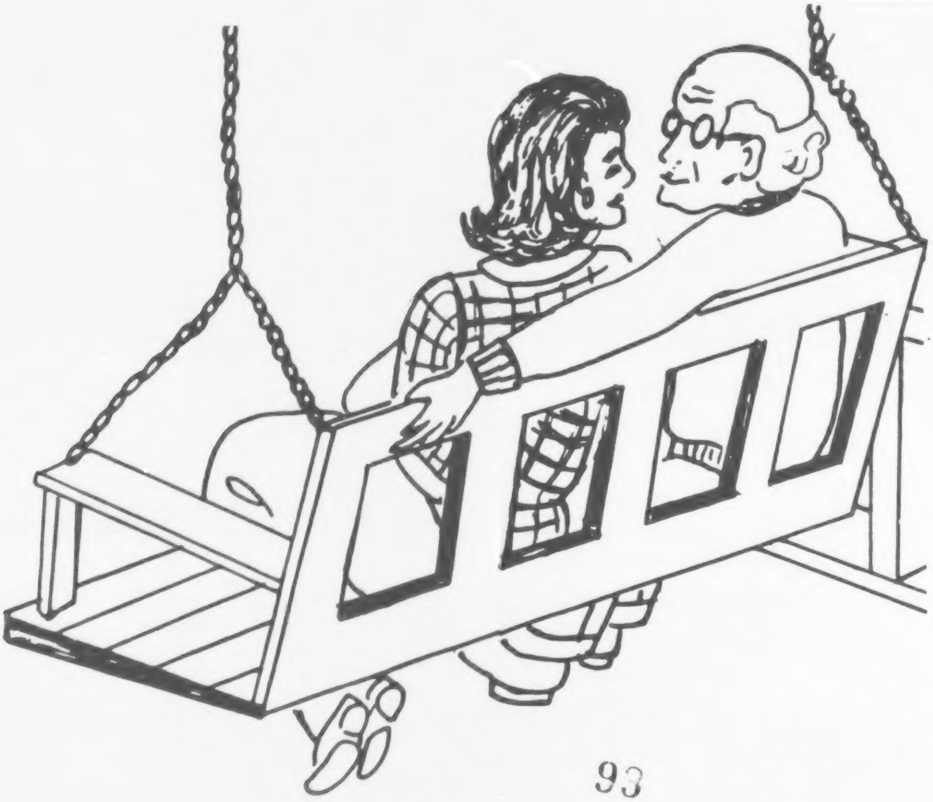
The first years of marriage can be difficult. Two people have to learn how to get along as a couple.

When problems come up in marriage, communication is very important. The husband and wife should have a special time to talk. Communication means listening to the other person's feelings and ideas. It is a give and take situation. It is the best way to solve problems.

ACTIVITY 3

Listed here are some helpful pamphlets. Read the one that is most interesting to you. Take notes in the Student Response Booklet.

1) **The Early Years of Marriage**
2) **Saving Your Marriage**
3) **Building Your Marriage**



MIDDLE YEARS OF MARRIAGE

Like the early years, the middle years of marriage may bring special problems for a couple. Often the husband and wife have learned how to get along. They know each other very well. On the other hand the following problems are common ones:

1) Husband and wife are going through physical changes. Getting older may be difficult to accept.
2) The couple has grown apart over the years. They have been busy with work and/or children. They haven't done enough together.
3) Sexual problems may develop with either the husband or the wife.
4) Children in their teenage years can cause problems for parents. These problems can put pressure on the marriage relationship.

Sometimes a couple needs to learn how to enjoy each other's company again. Many towns and cities have marriage enrichment programs. You may want more information on these programs. You may also want to find out more about the problems of the middle years. For more information, do Activity 4.

ACTIVITY 4

These pamphlets have information about some interesting programs. After you read them, choose one. Is there one in your community? Write the name, address, and phone number of this program in your Student Response Booklet.

Marriage and Love in the Middle Years
New Ways to Better Marriages

DIVORCE

For more than two centuries men and women have married to survive. Once married, happiness was rarely questioned. The marriage partner was needed. Survival depended upon the family unit. Times have changed. Society has changed. Society now accepts social changes more readily. Love and sex are now strongly stressed. Young people marry because they are "in love." However, time often proves that love alone will not hold together a marriage. Often the marriage does not last if the couple can not work out their problems. Divorce becomes a solution. Society now accepts this. Women have become an important part of the working force. They no longer depend upon men for their living. This rapid change has taken place in the last 30 years.

Sharing the same interests and goals in marriage is important. A couple must share thinking and planning. However, often this is discovered too late. Only after they marry do they realize a lack in this area. This is a major cause of divorce.

ACTIVITY 5

Ask your teacher for a copy of the pamphlet, **Divorce.** Read it. As you read take notes in your Student Response Booklet.

Divorce can be especially difficult when children are involved. Single parent groups, such as Parents Without Partners, help people understand and accept their situations. It is often helpful to join one of these groups.

Not all single parents are divorced. Some are widows or widowers. They have lost their marriage partners because of death. Another group of single parents are those who have never married. This group includes women who have had babies and those men and women who have adopted children.

To find out more about the special problems of a single parent, do Activity 6.

ACTIVITY 6

Ask your teacher for this pamphlet, **One-Parent Families.** In the Student Response Booklet, make a list of the organizations that help single parents. Are any of these organizations listed in your local phone book?

STUDENT RESPONSE BOOKLET

H-8
GROUP INTERACTION

Name: ____________________

Date: ____________________

ACTIVITY 1

Problem:

Solution:

ACTIVITY 2

Notes on choosing a mate:

ACTIVITY 3

Notes on marriage:

ACTIVITY 4

List below the programs in your community:

ACTIVITY 5

Notes on divorce:

ACTIVITY 6

List below the organizations that help single parents:

H - 10
DIET/MEAL PLANNING
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT Packet the adult learner will be able to plan nutritious meals and will know how to grow, preserve and prepare food.

INTRODUCTION:

This packet familiarizes the learner with the concept of nutrition and the several aspects of food preparation and preservation. It includes sections on the basic food groups, meal planning, recipes and freezing food.

ADAPTABILITY:

This packet is easily adaptable for use with individualized and one-to-one tutorial instruction. You may wish to have a speaker from the Cooperative Extension Service or the home economics department of a local high school. Suggested topics for a resource person include:

1) Planning balanced meals based on recommended nutritional requirements.
2) Proper procedure for storing, freezing and canning food.
3) Discussion of the nutritional aspects of food preparation.
4) How to plan and plant a vegetable garden.

If you have several students who are interested in planting a garden, you may wish to do the following group activity.

GROUP ACTIVITY

Ask the interested students to obtain library books on planting a garden. Conduct a group discussion on what each person found out about the basics of gardening.

You may use students as a resource. If you have people in class who regularly plant a garden, ask them to share their knowledge.

READING LEVEL:

The student should experience success with this packet if he/she reads at Level I, Phase II.

MATHEMATICAL SKILLS:

The student will need a basic knowledge of fractions, decimals and percents in order to complete activities in this packet.

PRE/POST TEST:

There is no pre/post test. Student need and interest should indicate which students use this packet.

There is an interest checklist at the end of the Student Response Booklet. It should be an indicator of further student interest in diet and meal planning.

ADDITIONAL MATERIALS NEEDED:

3 x 5 cards

Magazines containing recipes

SKILLS OBJECTIVES:

- Reading
  - Develops vocabulary
  - Obtains information
  - Interprets charts, graphs and tables
  - Follows directions
  - Interprets symbols
- Writing
  - Organizes information
  - Writes menus
- Speaking, Listening, Viewing
  - Seeks information
  - Conveys information
  - Derives personal relevance
- Problem Solving
  - Defines need
  - Obtains information
  - Evaluates information
  - Determines plan of action
- Interpersonal Relations
  - Explains personal viewpoint
  - Understands others' needs
  - Identifies and resolves potential conflict
- Computation
  - Adds decimals
  - Subtracts decimals
  - Multiplies decimals
  - Divides decimals
  - Figures percentage
  - Adds units of measure
  - Subtracts units of measure
  - Multiplies units of measure
  - Divides units of measure
  - Includes fractions

To the student . . .

This packet is full of information about food. Part One tells how to plan well balanced, healthy meals. Part Two is about food preparation. It contains information about recipes and measures. Part Three tells how to freeze foods such as fruits, vegetables, and meat.

If you are interested in planting a vegetable garden, tell your teacher. A group session may be held if enough people want information about planting a garden.

PART ONE - Meal Planning

Nutrition is the way your body uses the food you eat. Food provides nutrients. Nutrients are needed to build body tissues. They also help repair body tissues.

Different foods contain different nutrients. No one food can give you all the nutrients you need. The ten most important nutrients are shown in this chart. The chart also shows some foods that have each nutrient.

NUTRIENT	IMPORTANT SOURCES OF NUTRIENT
PROTEIN	Meat, Poultry, Fish, Dried Beans and Peas, Egg, Cheese, Milk
CARBOHYDRATE	Cereal, Potatoes, Dried Beans, Corn, Bread, Sugar
FAT	Shortening, Oil, Butter, Margarine, Salad Dressing, Sausages
VITAMIN A (Retinol)	Liver, Carrots, Sweet Potatoes, Greens, Butter, Margarine
VITAMIN C (Ascorbic Acid)	Broccoli, Orange, Grapefruit, Papaya, Mango, Strawberries
THIAMIN (B)	Lean Pork, Nuts, Fortified Cereal Products
RIBOFLAVIN (B_2)	Liver, Milk, Yogurt, Cottage Cheese
NIACIN	Liver, Meat, Poultry, Fish, Peanuts, Fortified Cereal Products
CALCIUM	Milk, Yogurt, Cheese, Sardines and Salmon with Bones, Collard, Kale, Mustard and Turnip Greens
IRON	Enriched Farina, Prune Juice, Liver, Dried Beans, Peas, Red Meat

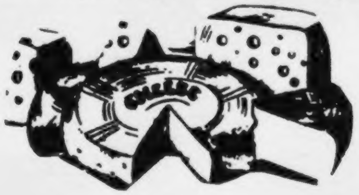
Foods have been divided into four groups. They are grouped by the kinds of nutrients they contain. The four food groups are:

meat
milk
fruit and vegetable
bread-cereal

Let's take a look at each group. The following pages show the foods that are in each group.

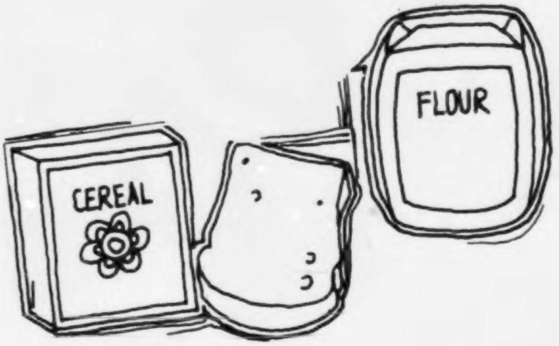
MEAT GROUP
Beef, veal, pork, liver, heart, kidney, chicken, turkey, eggs and fish are all listed in the meat group. Other foods in this group include: dry beans, dry peas, lentils, nuts, peanuts, and peanut butter.

MILK GROUP
Milk, cheeses of all kinds, ice cream and yogurt are listed in the milk group.



BREAD-CEREAL GROUP

Whole grain or enriched bread, whole grain or enriched cereal, cornmeal, crackers, flour, grits, macaroni and spaghetti are foods in the bread-cereal group. Others are noodles, rice and rolled oats.



FRUIT AND VEGETABLE GROUP

Fruits and vegetables have two important vitamins in them. These are Vitamin A and Vitamin C. Both are very important for good health.

Foods with a lot of Vitamin A:

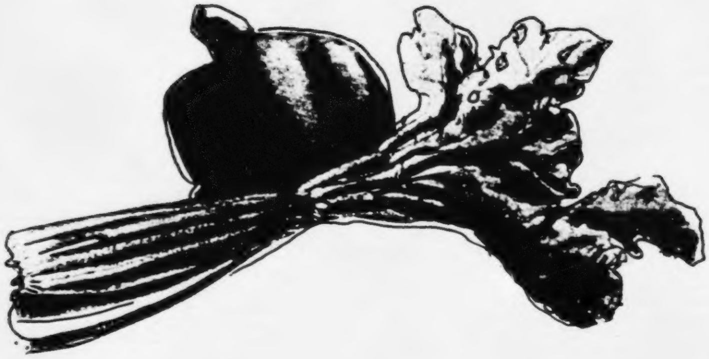
Dark green vegetables like broccoli, collards, kale, spinach, turnip greens.

Deep yellow vegetables like carrots, pumpkin, sweet potatoes.

Also apricots, cantaloupe, mango, persimmon.

Foods with a lot of Vitamin C:

Grapefruit and grapefruit juice, orange and orange juice, cantaloupe, mango, fresh strawberries, broccoli, brussel sprouts, peppers.



ACTIVITY 1

Write the letter of the correct meaning next to the word in your Student Response Booklet.

1. Nutrition
2. Nutrient
3. Leading nutrients
4. Food groups

a. These are needed to build body tissues

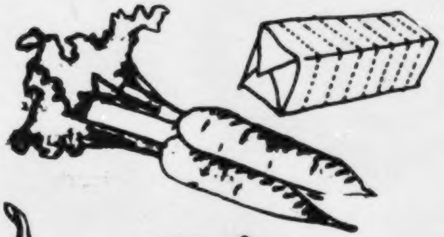
b. These four contain foods we need each day

c. This is the way your body uses the food you eat

d. Ten are needed in large amounts

Look at the pictures below. Write the main nutrient found in each group. Look at the "Nutrient Chart" if you need help.

5.



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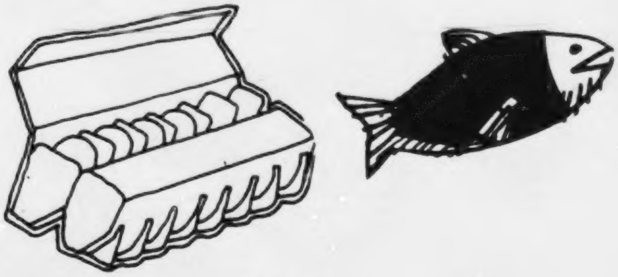

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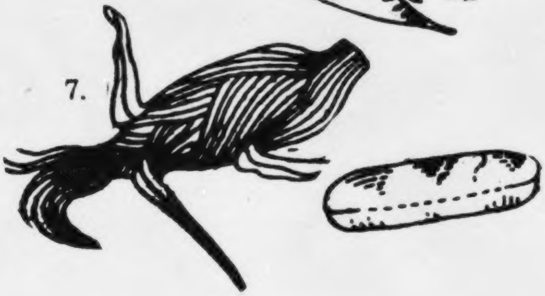

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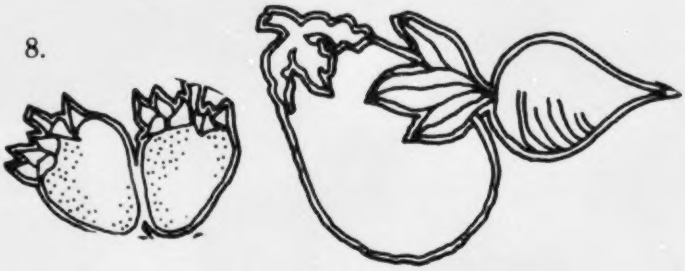


9. Name three foods that are in the milk group.
10. Name three foods that are in the meat group.
11. Name two foods that are in the bread-cereal group.
12. Name two foods that are in the fruit and vegetable group.

Check answers to questions 1 to 8. The Answer Key is on the last page of this packet.

When you plan a meal, pick foods from the four groups. Everyone needs a certain number of servings each day. The chart below shows the number of servings we need each day.

FOOD GROUP	NUMBER OF SERVINGS NEEDED
Meat	2
Milk	
Child	3
Teenager	4
Adult	2
Pregnant Woman	4
Fruit and Vegetable	4
Bread and Cereal	4

Careful meal planning helps us stay healthy. Start with the main dish. When planning a meal, foods from the meat group are usually in the main dish. Sometimes these foods are just a part of the main dish. Soups, stews, casseroles and sandwiches contain foods from the meat group. Eggs used in pudding or baked goods can count as a serving from the meat group. The milk group may provide the drink of the meal. Cheese or ice cream may also be used as milk group foods.

Vegetables or fruits should be a part of most meals. They can be used in salads. They can be served as side dishes. Vegetables and fruits also make good snacks.

There are many ways to serve the bread-cereal group. Foods to serve at breakfast include toast, pancakes, cereal or grits. Lunch or dinner might include macaroni, rice, noodles or crackers.

ACTIVITY 2

READ THE SAMPLE DAILY MENU Then make a list of the things you and your family like to eat. Write the foods under the correct food group in your Student Response Booklet.

BREAKFAST	**FOOD GROUP**
orange juice	fruit
cereal	bread and cereal
milk	milk
LUNCH	
ham sandwich	meat, bread
carrots	vegetable
banana	fruit
pudding	milk
DINNER	
meat loaf	meat
tossed salad	vegetable
baked potato	vegetable
dinner rolls	bread

When you have finished the lists, plan some meals. Make menus for two days. Be sure to include the right number of servings from each food group. Write the menus in the Student Response Booklet.

Food prices seem to keep going up and up each year. There are a lot of ways to save money at the grocery store.

Ways to save money at the store

Check for specials in newspaper ads.

Clip discount coupons.

Don't buy anything unless you are sure it will be used.

Make a list before you go to the store. Buy only what is on the list.

Try low-priced store brands.

Buy cheaper cuts of meat.

Avoid individually wrapped foods. These include cheese, raisins, potato chips, and cereals.

Buy milk in large containers if you use a lot of it.

Buy a whole chicken and cut it up yourself.

Buy fruits and vegetables that are in season.

Money savers at home

Use less tender, cheaper cuts of meat. Cook them slowly in stews or soups.

Mix meat, fish, or chicken with dry beans, rice, or macaroni.

Instead of meat use less expensive foods. These include dry beans, lentils, eggs, and peanut butter.

Always serve leftovers. Do not throw them out.

Be sure to use dated foods like milk and cottage cheese before they spoil.

ACTIVITY 3

Talk to your family or a friend about food costs. Discuss the money saver ideas. You do not have to write anything for this activity.

Maybe you are spending more on food than you should. The amount you spend depends on the number of people in your home. It also depends on the ages and sizes of the group. Food costs often soar if you have a teenager in the family.

ACTIVITY 4

Save the grocery receipts for four weeks. If anyone else in your home shops for food, ask for their receipts. At the end of four weeks add up your receipts. Next add up one month's income for your household. This means any money that comes in during the month. Now you can figure the percent of income spent on food.

Here is an example:

Kelly Wade is a secretary. She earns $845 a month. Her two children live with her. For four weeks she had the following grocery receipts:

```
$  42.75
   50.19
   45.00
   51.36
 -------
 $189.30  total
```

To find the percent spent on food she did this.

```
                                .224    = 22%
                            _________
income ) food costs    845 ) 189.300
                             1690
                             ----
                              2030
                              1690
                              ----
                               3400
                               3380
                               ====
```

Kelly found that she spends about 22% of her income on food.

PART TWO - Preparing food

Many people enjoy planning and fixing a meal. For others, cooking is a chore that must be done. Trying new recipes may lead to more fun in the kitchen. There are several short forms or abbreviations in most recipes. The following list shows the ones used the most.

oz.	-	ounce
lb.	-	pound
tsp.	-	teaspoon
Tbsp.	-	Tablespoon
C.	-	cup
pt.	-	pint
qt.	-	quart

Knowing what is equal to what is also important.

2 teaspoons = 1 tablespoon
4 tablespoons = 1/4 cup
8 tablespoons = 1/2 cup
2 cups = 1 pint
4 cups = 1 quart

Most recipes in a cookbook or a newspaper serve four, six, or eight people. You may have only two people to feed. The recipe may need to be cut down. If you have a large family or expect company, a recipe may need to be increased.

Look at the following example:
Pam Smith is married and has a teenage son and a small daughter. Her husband just switched to the night shift. He won't be eating supper with the family on week-nights. Pam found this recipe for macaroni and cheese. It serves six. Pam will be feeding only three people. She has to cut the recipe in half. To do this each ingredient must be divided by 2.

Ingredients for 6 **Ingredients for 3**

1½ C. macaroni
  1½ ÷ 2 = 3/2 x 1/2 =3/4 C. macaroni
4 C. boiling water
  4 ÷ 2 = 4/1 x 1/2 = 2 C. boiling water
1 tsp. salt
  1 ÷ 2 = 1/1 x 1/2 = ½ tsp. salt
1 egg slightly beaten
  1 ÷ 2 = 1/1 x 1/2 = 1/2 egg
1½ C. milk
  1½ ÷ 2 = 3/2 x 1/2 =3/4 C. milk
2 C. American Cheese
  2 ÷ 2 = 2/1 x 1/2 = 1 C. cheese
1 Tbsp. butter
  1 ÷ 2 = 1/1 x 1/2 = 1/2 Tbsp. butter

Cook macaroni in boiling water with salt until tender. Drain. Mix other ingredients with macaroni. Cook over low heat until cheese melts. Stir mixture often to prevent sticking

ACTIVITY 5

Look at the recipe for Chili Con Carne. It serves six. Figure how much of each ingredient is needed for three servings. To do this, divide everything by two. There is a space in your Student Response Booklet for the answers.

CHILI CON CARNE - 6 servings
1 Tbsp. oil
½ lb. ground beef
½ green pepper
1 onion
2 C. canned tomatoes
3 C. kidney beans, dry and cooked
3 tsp. chili powder
1 tsp. salt

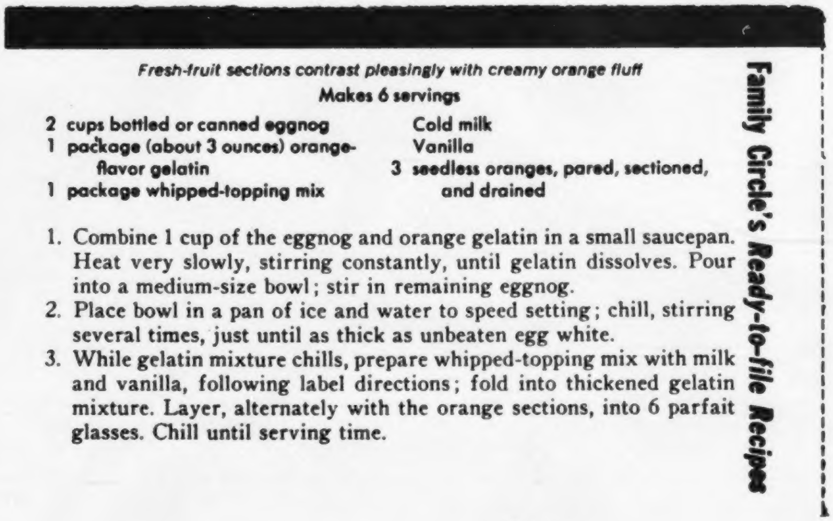
Check your answers with the Answer Key.

Often people who cook get in a rut. They cook the same things over and over again. There are several places to find new recipes. Newspapers, magazines and friends are good sources. A cookbook from the library is another idea. A recipe file is a good place to put the recipes you like the most.

ACTIVITY 6

If you already have a recipe file, add to it. Find three new recipes for your file. Use the newspaper or a magazine.

If you do not already have a recipe file, start one. You will need several 3x5 file cards. Your teacher may have some. Look through the newspaper and a few magazines. Copy any recipes that sound good on a card. Some magazines even have recipe cards made up for you. Below is an example.



Fresh-fruit sections contrast pleasingly with creamy orange fluff

Makes 6 servings

2 cups bottled or canned eggnog
1 package (about 3 ounces) orange-flavor gelatin
1 package whipped-topping mix
Cold milk
Vanilla
3 seedless oranges, pared, sectioned, and drained

1. Combine 1 cup of the eggnog and orange gelatin in a small saucepan. Heat very slowly, stirring constantly, until gelatin dissolves. Pour into a medium-size bowl; stir in remaining eggnog.
2. Place bowl in a pan of ice and water to speed setting; chill, stirring several times, just until as thick as unbeaten egg white.
3. While gelatin mixture chills, prepare whipped-topping mix with milk and vanilla, following label directions; fold into thickened gelatin mixture. Layer, alternately with the orange sections, into 6 parfait glasses. Chill until serving time.

Family Circle's *Ready-to-file Recipes*

You will need a box to keep your recipe cards in. You can either buy or make a box the right size. There are several ways to file recipe cards. Here are a few suggestions.

File by food group

meat group
milk or dairy group
fruits
vegetables
bread

File by type of dish

main dish
vegetable dish
fruit dish
dessert
soup
bread

PART THREE - Freezing food

Many foods can be kept for several months in a freezer. This may be a full size freezer or a separate freezer compartment of the refrigerator. Most vegetables need to be heated or blanched. Most fruits taste better when packed with sugar. Meat and fish should be wrapped with special paper.

The container used for freezing fruits and vegetables is important. Frozen food will dry out if it is not packed right. Use glass, metal, or tough plastic containers. Freezer bags and wraps are also fine. Be sure these are sealed well.

Freeze fruits and vegetables soon after they are packed. Freeze at 0°F or below. Do not overload your freezer. Most fruits and vegetables keep for 8 to 12 months.

There are three good ways to freeze fruit. These ways are syrup pack, sugar pack, and unsweetened pack. Frozen fruits taste somewhat better if packed in sugar or syrup.

Syrup pack - add 3 cups of sugar to 4 cups of water. Be sure the syrup covers the fruit.

Sugar pack - cut fruit into a bowl. Sprinkle with sugar and mix. Put fruit and fruit juice into a container. Close and seal container.

Unsweetened pack - pack fruit in containers. Seal containers.

In each method you may press the fruit down so it is all in the juice.

Some fruits turn dark. You can stop this with ascorbic acid. This is Vitamin C. Buy it in crystals at the drugstore or food locker plant.

Freezing vegetables takes a little more time. Vegetables need to be blanched. This means heating them in boiling water. If you don't blanch, vegetables taste funny and get tough.

To blanch, heat water to boiling. Put vegetables in a wire basket. Lower basket into the water. Put a lid on the pan. Blanch for between two and five minutes. How long to blanch depends on the vegetable.

The steps for freezing vegetables are listed below:

1. Start with fresh, tender vegetables.
2. Wash vegetables well in cold water.
3. Sort according to size or cut up vegetables.
4. Blanch in boiling water.
5. Cool vegetables quickly. Put them in cold water for a few minutes.
6. Drain well. Pack in air tight containers.

It is a good idea to get a book that tells how to freeze each different fruit or vegetable. You can get a book at the library. Also the Cooperative Extension Service has free information.

ACTIVITY 7

Look up the Cooperative Extension Service in your county. It may be listed as "Home Economics Agent or Department." Call or write the office. Ask for information on freezing food. The office will send it to you free.

Freezing is also a good way to keep meat and fish. Wrapping meat and fish to keep the air out is important. Use freezer paper and freezer tape. Pull the paper tight to keep out air. Use enough paper to seal the seam with a fold. Fold the ends. Tape ends and seams. Freeze meat and fish at 0°F or below. The chart below tells you how long it is safe to store food in the freezer.

Beef:	
Hamburger	4 months
Roasts and steaks	6 to 12 months
Stew meat	3 to 4 months
Fish:	6 to 9 months

Lamb:	
Chops and roasts	6 to 9 months
Stew meat	3 to 4 months
Pork:	
Chops	3 to 4 months
Roasts	4 to 8 months
Sausage	1 to 2 months
Bacon	1 month
Ham	1 to 2 months

Wrap food in serving size packages. Frozen meat and fish may be cooked with or without thawing. Thaw in the refrigerator. Leave on the freezer paper while thawing. Allow extra cooking time if food is not thawed out ahead of time.

You may want more information on some things in this packet. There is a checklist like the one below in your Student Response Booklet. Check anything that you want to know more about.

I would like more information on these things.

1. How to plan a meal.
2. The basic food groups.
3. Planning cheap meals.
4. Using measures in cooking.
5. Reading recipes and cooking terms.
6. How to start a recipe file.
7. Freezing and canning food.
8. Planting a garden.

ANSWER KEY

ACTIVITY 1

1. C
2. A
3. D
4. B
5. Vitamin A
6. Protein
7. Carbohydrate
8. Vitamin C

ACTIVITY 5

Chili Con Carne - 3 servings

½ tbsp. oil
¼ lb. ground beef
¼ green pepper
½ onion
1 C. canned tomatoes
1½ C. kidney beans
1½ tsp. chili powder
½ tsp. salt

STUDENT RESPONSE BOOKLET

H-10
DIET/MEAL PLANNING

NAME ____

DATE ________________________

ACTIVITY 1

Write the letter of the right answer.

1. Nutrition ____________ 3. Leading Nutrients _____
2. Nutrient ____________ 4. Food groups __________

Write the name of the nutrient group.

5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. Name three foods in the milk group.
   1. ____________ 2. ____________ 3. ____________
10. Name three foods in the meat group.
   1. ____________ 2. ____________ 3. ____________
11. Name two foods in the bread/cereal group.
   1. ____________________ 2. ____________________
12. Name two foods in the fruit and vegetable group.
   1. ____________________ 2. ____________________

ACTIVITY 2

List the foods you and your family like to eat. Put them in the right food group.

Meat	Milk	Fruit and Vegetable	Bread/ Cereal

MENU

Day # 1	Food Group	Day #2	Food Group
Breakfast		Breakfast	
Lunch		Lunch	
Dinner		Dinner	

ACTIVITY 3

You do not have to write anything down for this activity.

ACTIVITY 4

Figure the percent of income your household spends on food.

ACTIVITY 5

Chili Con Carne - 3 servings

__________ Tbsp. oil
__________ lb. ground beef
__________ green pepper
__________ onion
__________ c. canned tomatoes
__________ c. kidney beans
__________ tsp. chili powder
__________ tsp. salt

ACTIVITY 6

Do this activity on 3x5 file cards

ACTIVITY 7

Cooperative Extension Service

Address ____
Telephone Number ______________________________________

CHECKLIST

I would like more information on these things:

_____ How to plan a meal.
_____ The basic food groups.
_____ Planning cheap meals.
_____ Using measures in cooking.
_____ Reading recipes and cooking terms.
_____ How to start a recipe file.
_____ Freezing and canning food.
_____ Planting a garden.

H-11: DRUG USE
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT packet the adult learner will understand federal and state control of various foods, drugs, and items for health protection. The adult learner will also be aware of community agencies involved in health protection and rehabilitation.

INTRODUCTION:

This SAT Packet is designed for independent study. However, it can easily be used with a group. Most of the activities in the packet may be used as a starting point for group discussion.

The packet includes information on commonly used and abused drugs. These include stimulants, depressants, narcotics, and hallucinogens. There is also a section on the Food and Drug Administration.

ADAPTABILITY:

This packet is easily adaptable for use with the following methods of instruction: individualized, one-to-one tutorial, and buddy systems.

READING LEVEL:

The student should experience success with this packet is he/she reads at Level I, Phase II.

MATHEMATICAL SKILLS:

No special math skills are required to work in this packet.

PRE/POST TEST:

If you wish to give a Pre Test, use Activity 1. The Answer Key is on the last page of the packet. The Post Test instructs the student to give oral answers to the instructor.

Answers to Post Test.

1. F
2. E
3. C
4. B
5. D
6. A
7. Student gives answers orally.
8. Student gives answers orally.

ADDITIONAL MATERIALS NEEDED:

1) "Be Informed on Drugs", Unit 17, **Be Informed Series,** New Readers Press, Box 131, Syracuse, New York 13210.
2) Pamphlets on alcoholism. The following two pamphlets are suggested, but the same information can be found in other materials:
    1) "Alcoholic In The Family", Channing L. Bete Co., Scriptographic Booklet.
    2) "Alcohol, Some Questions and Answers," Department of HEW publication, #ADM 78-312, for sale by the Supt. of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

SKILLS OBJECTIVES:

- Reading
    - Develops vocabulary
    - Obtains information
- Writing
    - Organizes information
- Speaking, Listening, Viewing
    - Seeks information
    - Conveys information
    - Derives personal relevance
- Problem Solving
    - Defines need
    - Obtains information
    - Evaluates information
    - Examines constraints
    - Determines plan of action
- Interpersonal Relations
    - Explains personal viewpoints
    - Understands others' viewpoints
    - Identifies potential conflicts

To the student . . .

This packet is about drugs. You will find out about legal and illegal drugs. You will also read about the Food and Drug Administration (FDA).

The FDA is in charge of making sure food and drugs are safe. You will find out about drug abuse and where you can get help.

Materials to be used with this packet are:

1) Be Informed on Drugs
2) Pamphlets on Alcoholism

ACTIVITY 1

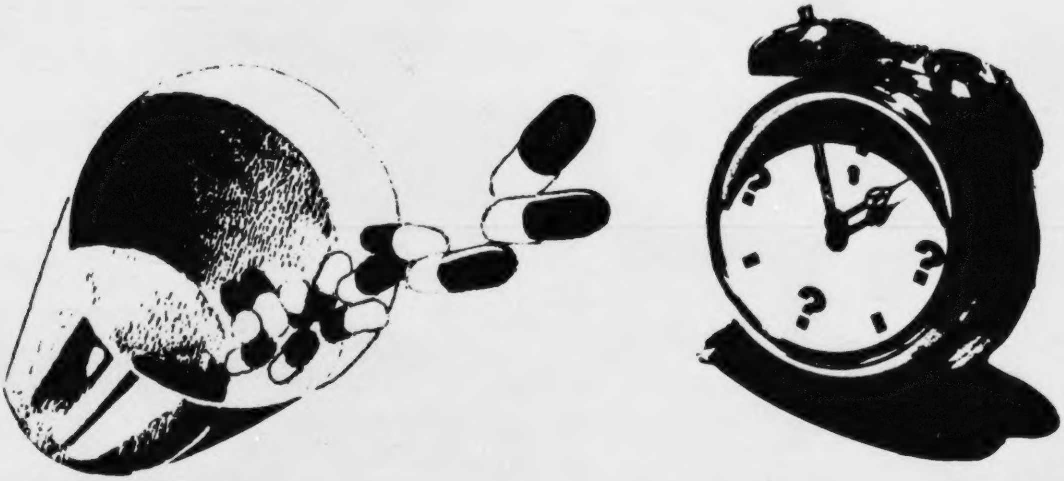
In order to understand this packet you need to know these vocabulary words. You will find the same list of words and definitions in your Student Response Booklet under Activity 1. See if you can match the words with their meanings. Check your answers when you finish. The Answer Key is on the last page of the packet.

Word List

over the counter
hazardous
addictive
ingredients
regulate
stimulant
antibiotic
narcotic
depressant
pharmacy
prescription
generic
brand name
alcoholism
hallucinogen

Word Meanings

A. To control by law
B. Medicine that kills bacteria germs
C. Dangerous or harmful
D. Drug sold without a doctor's prescription
E. Another name for drugstore
F. Disease caused by liquor
G. Another name for downer or tranquilizer
H. Scientific or official drug name
I. Contents or parts that make up a certain drug
J. Dangerous drug because it is very habit forming
K. Short, easy to remember drug name
L. Drug that may cause a person to see or hear things that aren't real
M. Doctor's written direction for medicine
O. Habit forming



PART ONE - Common Drugs

In this part we will take a look at four different types of commonly used drugs. These are stimulants, depressants, narcotics, and hallucinogens.

Stimulants speed up the heart. They make a person feel full of energy. Other names for this type of drug are amphetamines, speed, and uppers.

ACTIVITY 2

Read pages 11 to 13 in **Be Informed on Drugs,** then look at the spider web pictures. Why do you think the spider on speed made a web that is not normal? Write you answer in your Student Response Booklet.

Depressants include sleeping pills and tranquilizers. Other names are downers, barbiturates, and goof balls. Adults often use this type of drug to calm their nerves or fall asleep at night. They are easy to get with a doctor's prescription. These drugs are widely used by teenagers who buy them illegally. These drugs can be very dangerous. Alcohol is also a depressant. We will take a closer look at it later.

ACTIVITY 3

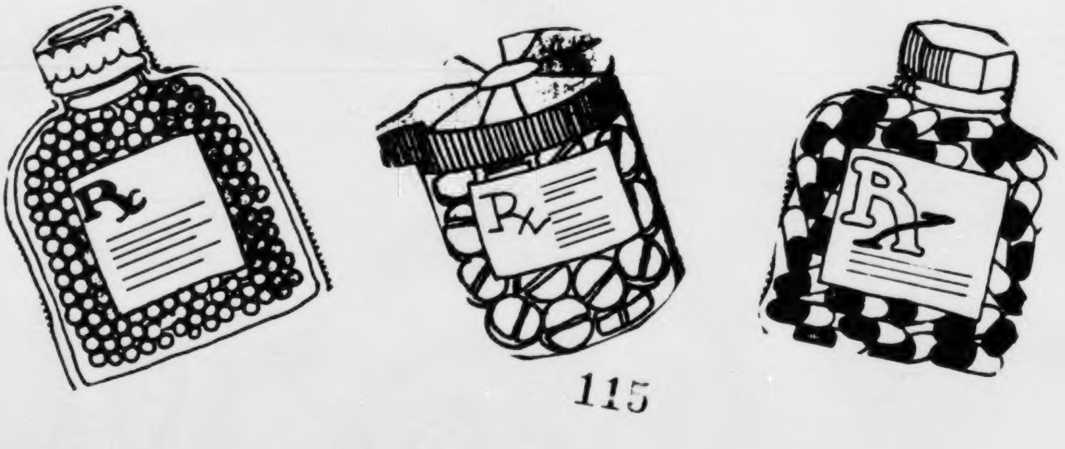
Read pages 14 and 15 in **Be Informed on Drugs.** When you have finished reading, look at the cartoon. Why is it supposed to be funny? Write your ideas in your Student Response Booklet.

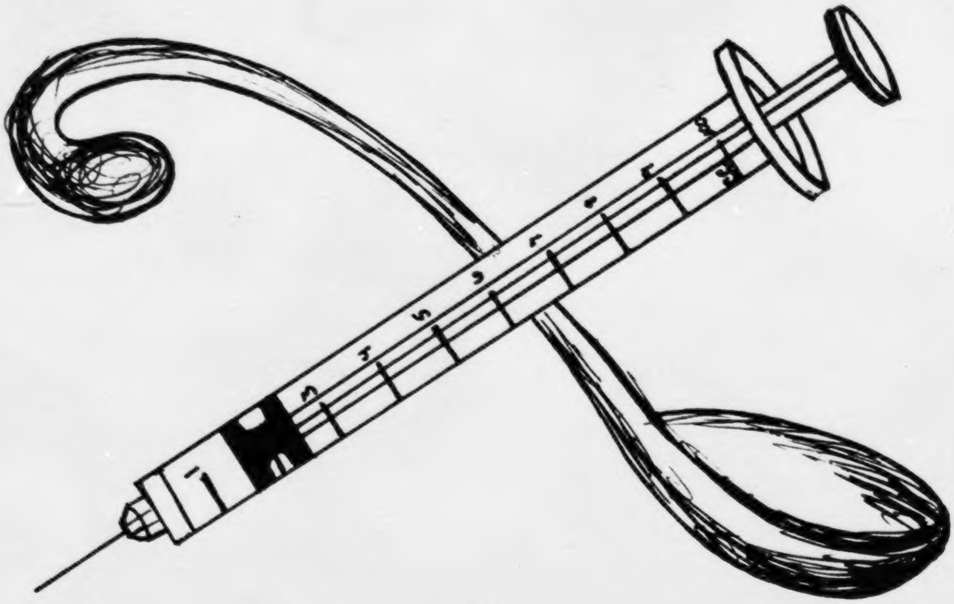
Narcotics are another type of depressant. They are extremely dangerous because continued use leads to drug addiction. There is no certain cure for this addiction. Legal narcotics are morphine and codeine. However, they are only used to relieve severe pain and suffering. Heroin is a widely used street drug. It is illegal.

ACTIVITY 4

Read pages 16, 17,and 18 in **Be Informed on Drugs,** then list three reasons why heroin is dangerous. List your reasons in your Student Response Booklet.

Unlike the other drugs we have read about,





hallucinogens are always illegal. This type of drug makes people feel very, very strange. These drugs are especially popular with high school and college students. They include LSD, peyote, and mescaline.

ACTIVITY 5

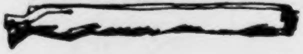
Read about hallucinogens on pages 9 and 10 in **To Be Informed on Drugs.** Do you think LSD is a dangerous drug? Why or why not? Write your answer in your Student Response Booklet.

Technically, pot or marijuana is a hallucinogen. It is mild compared to other drugs called by this name. It is widely used. It is not considered dangerous by most authorities. Read pages 7 and 8 in **To Be Informed on Drugs,** then do Activity 6.

ACTIVITY 6

Some people think marijuana should be made legal. Write a letter to a senator or representative about this. Give your ideas about why pot should or should not be made legal.

Joint
a marihuana cigarette.



PART TWO - FDA

Now you know about the four types of categories of drugs. Most have some legal use. However, legal drugs are only safe to use under a doctor's supervision. You need a prescription to get these drugs legally. There is another category of drugs. These are called over the counter drugs. You don't need a doctor's prescription to get them. They are for sale at drug and grocery stores. Such things as aspirin, cough medicine, and laxatives are over the counter drugs.

These over the counter drugs are meant to relieve minor symptoms. They are safe only if you follow the directions on the bottle. They may not be safe if you are taking other medicine. Always ask a doctor if it is all right to take other drugs while you are taking a prescription drug.

Our government has a special group or agency called the FDA. FDA stands for Federal Food and Drug Administration. FDA inspects the foods, drugs, and cosmetics so they are safe for the American consumer.

FDA agents check factories where foods and drugs are processed or made. They check to make sure the building is clean. They also check final products.

Any new drug must be found safe by the FDA before it can be sold. A new drug must be tested in a laboratory and then on humans. If it is safe and does what it is supposed to do, a new drug may be sold. Any company that breaks pure food and drug laws can be taken to court.

The FDA makes sure that the labels on over the counter drugs are correct. The label must state the ingredients and any possible dangers. Narcotic drugs must say **Warning - may be habit forming.**

The FDA also has special panels or groups of experts. These groups study nonprescription drugs such as cold remedies. They decide if each drug is safe and effective.

Lately, the FDA has been studying generic name drugs. A generic name is a scientific name. Often only doctors and pharmacists use these names. Several drug companies make exactly the same generic drug. However, each compny gives the drug its own brand name. For example, a drug called by the generic name tetracycline is a popular antibiotic. Brand names for this drug are Achromycin, Sumycin, and Tetracyn. Each drug company sets prices for its brand name drugs. The doctor then writes the brand name instead of the generic name on a prescription. This means that the patient often pays more for drugs. Many states have passed laws recently about generic drugs. These laws allow the druggist to use a generic drug to fill a prescription written for a brand name drug. This saves the consumer money. Indiana does not have this type of law. The pharmacist must fill a prescription with the brand name given. He/she cannot substitute a generic drug that is just the same, but cheaper.

ACTIVITY 7

List three things that the FDA does to protect the consumer. Make your answers in your Student Response Booklet.

PART THREE - Alcohol as a Drug

Misuse of alcohol or liquor is a major drug problem in the U.S. It is the most abused drug among children. It is the cause of at least one half of all traffic deaths. About 10 million Americans are problem drinkers or alcoholics. Alcoholism causes much unhappiness

Aspergum
TYLENOL
Alka-Seltzer
FAST ACTING
BROMO SELTZER
Acid Indigestion and Headache
Excedrin P.M.
BAYER
BAYER TIMED RELEASE
Datril
Datril 500 Extra Strength
Arthritis Strength BUFFERIN
SINE-AID
TYLENOL
Excedrin
Midol
BUFFERIN
Excedrin
ANACIN

within families. It is a disease that can be treated.

ACTIVITY 8

Read the pamphlets in your packet on alcohol. When you have finished, answer the following questions. Make your answers in your Student Response Booklet.

1. List three ways that you can tell someone drinks too much.
2. Name four common causes of alcoholism.
3. List three places where an alcoholic can get help.

Alcohol abuse and other drug abuse are real problems. Cities all over the United States have agencies that offer help to anyone who gets in trouble with drugs. It is a good idea to know about these agencies. You may never have a drug problem yourself. However, the chances are that sometime someone close to you will have a problem. Activity 9 will help you to find out about your community drug programs. If you live in a small town, you may need the phone books for the nearest large city.

ACTIVITY 9

Look up the following phone numbers. Write them in your Student Response Booklet.

1. Phone number of the poison control center.
2. Phone number of drug abuse or addiction center. (Look in the Yellow Pages under "drug".)
3. Phone number of Alcoholics Anonymous.

Now you are ready to take the Post Test.

ANSWER KEY - Activity 1

1. D
2. C
3. O
4. I
5. A
6. M
7. B
8. J
9. G
10. E
11. N
12. H
13. K
14. F
15. L

STUDENT RESPONSE BOOKLET

H-11
DRUGS

Name: ____

Date: ______________________

ACTIVITY 1

Match the words on the left with the information on the right.

___ 1. over the counter
___ 2. hazardous
___ 3. addictive
___ 4. ingredients
___ 5. regulate
___ 6. stimulant
___ 7. antibiotic
___ 8. narcotic
___ 9. depressant
___ 10. pharmacy
___ 11. prescription
___ 12. generic
___ 13. brand name
___ 14. alcoholism
___ 15. hallucinogen

A. To control by law
B. Medicine that kills bacteria
C. Dangerous or harmful
D. Drug sold without a doctor's prescription
E. Another name for drugstore
F. Disease caused by liquor
G. Another name for downer or tranquilizer
H. Scientific or official drug name
I. Contents or parts that make up a certain drug
J. Dangerous drug because it is very habit forming
K. Short, easy to remember drug name
L. Drug that may cause a person to see or hear things that aren't real
M. Causes increase in heart rate and restlessness
N. Doctor's written direction for medicine
O. Habit forming

ACTIVITY 2

Explain why the spider web is not normal:

ACTIVITY 3

Why is the cartoon funny or amusing?

ACTIVITY 4

List three reasons why heroin is dangerous:

1. ___
2. ___
3. ___

ACTIVITY 5

Is LSD a dangerous drug? Explain:

ACTIVITY 6

Write your letter on a separate sheet of paper.

ACTIVITY 7

List three things that the FDA does to protect the consumer:

1. ____________________
2. ____________________
3. ____________________

ACTIVITY 8

List three ways you can tell someone drinks too much:

1. ____________________
2. ____________________
3. ____________________

Name four common causes of alcoholism:

1. ____________________ 2. ____________________
3. ____________________ 4. ____________________

Places where an alcoholic can get help:

1. ____________________
2. ____________________
3. ____________________

ACTIVITY 9

Phone numbers:

1. Poison Control Center: ____________________
2. Drug Abuse Center: ____________________
3. Alcoholics Anonymous: ____________________

POST TEST

Directions: Match the words on the left with the information on the right:

___ 1. stimulant
___ 2. hallucinogen
___ 3. narcotic
___ 4. depressant
___ 5. brand name
___ 6. generic

A. Short, easy to remember drug name
B. Another name for downer or tranquilizer
C. Dangerous drug because it is very habit forming
D. Scientific drug name
E. LSD is an example of this drug
F. Another name is upper or amphetamine

7. Why do we have the FDA? Explain the reasons for this agency to your teacher.
8. How would you handle the following situation?

You stop by a friend's house. Your friend is acting strange. He tells you the walls are closing in. He seems extremely upset. He is sweating. You ask what is wrong and find out he has taken LSD. You figure out in a hurry that the trip is a bad one. Explain to your teacher what you would do to help your friend.

H-12: TERMINAL ILLNESS AND DEATH

TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT Packet the adult learner will understand the problems associated with terminal illness and death.

INTRODUCTION:

This SAT Packet will acquaint the student with the emotional and financial aspects of death. There is an emphasis on pre-planning and communication within the family unit.

ADAPTABILITY:

This packet is easily adaptable for use with the following methods of instruction: individualized, one-to-one, tutorial, and group work. Student interest should definitely determine the use and method of use for this packet.

READING LEVEL:

The student should experience success with this packet if he/she reads at Level I, Phase II.

MATHEMATICAL SKILLS:

No special math skills are needed for this packet.

PRE/POST TEST:

The pre/post test is to be administered before and after the student has completed the SAT Packet. There are ten multiple choice questions on the test. The student should score 80% or more in order to test out or complete the packet.

Answers to Pre/Post Test:

1. D
2. B
3. C
4. B
5. C
6. D
7. A
8. B
9. B
10. A

ADDITIONAL MATERIALS NEEDED:

1. "A Living Will", Concern for Dying, 250 W. 57th St., New York, N.Y., 10019.
2. "Questions and Answers About the Living Will", Concern For Dying, 250 W. 57th St., New York, N.Y., 10019.
3. "Without A Will In Indiana", Cooperative Extension Service, Purdue University, West Lafayette, Indiana.
4. "Where There's A Will", Cooperative Extension Service, Purdue University, West Lafayette, Indiana

Additional Resources:

"The Dying Person and the Family" and "A Death in the Family", Public Affairs Pamphlets, 381 Park Ave., South, New York, N.Y., 10016.

Teacher Resource:

A Manual of Death Education and Simple Burial, Celo Press, Burnsville, N.C., 28714, 1977 ($2.00)

SKILLS OBJECTIVES:

- Reading
  - Develops vocabulary
  - Obtains information
  - Distinguishes between fact and opinion
  - Derives personal relevance
- Speaking, Listening, Viewing
  - Seeks information
  - Conveys information
  - Derives personal relevance
- Problem Solving
  - Defines need
  - Obtains information
  - Examines constraints
  - Draws conclusions
- Interpersonal Relations
  - Explains personal viewpoint
  - Understands others' viewpoints
- Computation
  - Addition
  - Subtraction
  - Multiplication
  - Division

PRE-TEST/POST-TEST

DIRECTIONS: Circle the letter of the correct answer.

1. The average traditional American funeral costs about:
   - a. $750
   - b. $1000
   - c. $1500
   - d. $2000
2. Body fluids are often replaced with chemicals to preserve a dead body. This is called:
   - a. Interment
   - b. Embalming
   - c. Transfusing
   - d. Mummification
3. Many people die without a will. Who decides how their property will be divided?
   - a. The family
   - b. A lawyer for the family
   - c. The government
   - d. A memorial society
4. Directly following cremation ashes are placed in a/an:
   - a. Niche
   - b. Urn
   - c. Crypt
   - d. Grave
5. The purpose of a living will is to:
   - a. Let your family know who gets what.
   - b. Save money on inheritance taxes.
   - c. Make sure you are not kept alive by a machine.
   - d. Pay ahead of time for funeral and burial plans.
6. Which of the following is **not** a good idea if a family member is dying?
   - a. Telling the truth when asked if death is near.
   - b. Planning to let the person die at home.
   - c. Seeking more medical advice.
   - d. Sending children to stay with friends or relatives so they will not be upset.
7. The least expensive funeral arrangement is:
   - a. Direct burial with memorial service.
   - b. Ground burial with church service.
   - c. Mausoleum burial with funeral home service.
   - d. Cremation with ground burial and service.
8. A memorial society does which of the following?
   - a. Sells cemetery lots to family groups.
   - b. Gives information about low cost final arrangements.
   - c. Accepts contributions in memory of a person who has died.
   - d. Conducts funeral services for the poor.
9. Mr. & Mrs. Smith have one child. Mr. Smith dies without a will. What part of the inheritance does Mrs. Smith get?
   - a. One-half
   - b. One-third
   - c. All of it
   - d. Three-fourths
10. The name for the above ground building where ashes are kept is:
    - a. Columbarium
    - b. Mausoleum
    - c. Niche
    - d. Urnatarium

To the student . . .

This SAT Packet will give you information about death and dying. It will provide help and information on how to make plans before you or any one in your family might die.

Life has moved very quickly in the last fifty years. Death is no longer as feared since people are living much longer. Children usually grow up to adulthood. Parents and grandparents live many years longer than they did in the late 1800's and early 1900's. Years ago most deaths happened at home. Today people usually die in a hospital or nursing home.

This SAT Packet contains information on the normal feelings of a dying person and the family. There is a section on funeral and burial costs. There is also a section about wills and inheritance laws. It is important to plan for death long before you or anyone in your family dies of old age.

Living with Dying

PART I

WHAT TO EXPECT

In recent years several people have made studies on death and dying. Let's take a look at some of the information they have found.

Dr. Elisabeth Kubler-Ross is famous for her work with dying patients. She discovered that most people go through five stages after they find out they are dying.

1. shock - it can't be true
2. truth - anger and resentment - death is coming
3. bargaining - for more time
4. depression - all hope is gone
5. acceptance

Stage One represents such a feeling of shock that most people believe the doctor must be wrong. It just can't be true. This is a most difficult stage.

Stage Two is a little later after the shock has lessened. People believe that they will die. This brings on anger and resentment. A man may say to himself, "What did I ever do to deserve this?" One who has always felt they loved God may begin to blame God. Relatives and friends need to understand that this is normal.

Soon after being angry, Stage Three begins. This is the bargaining stage. Promises are made to God. More time is asked for. Promises of leaving more money to the church or for living a better life, are common at this stage. At this point, just a little added time seems all important.

Stage Four brings on deep depression. The truth is now known. Death is coming. Life will soon end. This causes great sadness. A feeling of despair is to be expected. The family shares in this most crucial experience.

At Stage Five, acceptance is finally reached. Death is coming. Death is near. It is personal. Then it is no longer a matter of shock, truth, bargaining, depression. Acceptance eases the burden. It is then a decision can be made to live each day, one at a time. Often this stage brings the most happiness. Death no longer holds such fear. God is no longer blamed. The fact of death is accepted.

It is very hard to know what to do when someone you love is dying. Dr. Kubler-Ross and other people who study death have some ideas. They have found that dying people want to know that they may not live much longer. The family should not pretend that everything is all right. The individual has a right to know the truth. This does not mean to give up hope. Sometimes people live many years longer than expected. However, the doctor is often right. Information should not be hidden.

People in the dying person's family sometimes have guilty or angry feelings. A wife may feel mad at the world because her husband is dying. Sometimes the husband, wife, or children feel it is their fault that a loved one is dying. They start to believe they did something to bring on the illness. The sadness should be shared openly and these feelings discussed. Often the dying person needs and wants to talk. It helps to get feelings out. Most of us are afraid of death. If we can understand how important a good listener is at this time, it might make it less difficult to be with someone who is dying.

Be The One

It is also important to be truthful when talking to children about death. It is a natural part of life. Most children experience the death of a pet. This is a good time to answer questions. Always tell the truth. If you say a dead animal is asleep or is happy in animal heaven, your child may get the wrong idea.

When a family member dies, children should share the grief. Being sent to stay with friends or relatives may make a child more unhappy and anxious. It is better for children to stay at home even if the family is very upset.

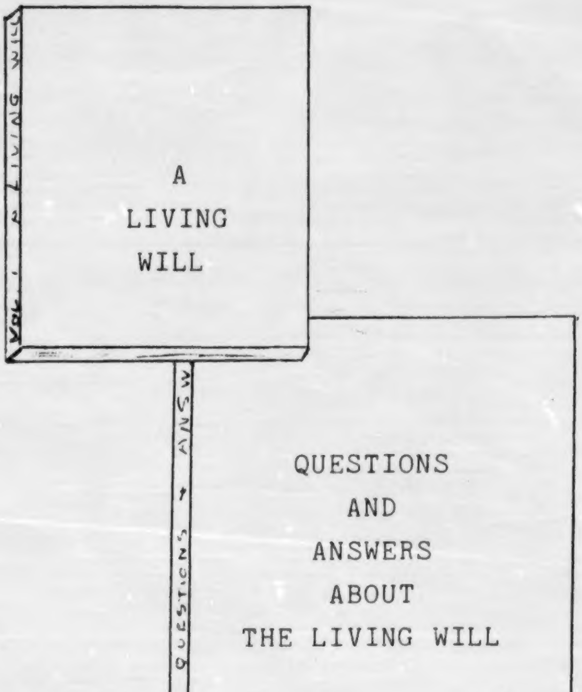
One of the most difficult things about death is that it usually happens in a hospital or nursing home. The dying person is cared for by strangers. Family and friends must visit at certain times. Many people feel uncomfortable going to a hospital to visit. It is often easier for a dying person to be at home. The surroundings are familiar. The person remains included in family life. It is easier for friends to come and go. Frequently, health insurance policies will pay for home nursing

Health Care
Center

costs. Home care may be cheaper than hospital care.

Often in a hospital a person is kept alive by machines and tubes. Death does not come naturally and quickly. Being kept alive for months or years by machines can be questionable. Some people want to live as long as possible. They don't mind the idea of being kept alive by a machine. Other people are just the opposite. They do not want to be kept alive by machines. This is something that you and your family should talk about.

Hospitals will always do everything possible to keep a person alive. If you or someone in your family does not like the idea of being kept alive by a machine, you should take action now. You need a living will. This is a paper that says you want to be allowed to die if there is no reasonable hope that you can get well. It says you don't want to be fed by tubes or kept alive by a breathing machine. A living will is not a legal document. It is a statement of how you feel about your own death.



ACTIVITY 1

Read the pamphlets called **Questions and Answers About the Living Will** and **A Living Will.** If you have trouble reading or understanding these, ask your teacher for help. Take notes on the information as you read. Make your notes in the space provided in your Student Response booklet.

ACTIVITY 2

Read the Ann Landers column. Pick out the three rights which seem most important to you. Write these in your Student Response Booklet. Discuss the column and your three choices with one of these people: someone in your family, a friend, or your teacher.

ANN LANDERS

Some Dying Patients Claim 'Bill Of Rights'

Ann Landers

DEAR ANN LANDERS: I read the letter from "Feeling Guilty" and my heart went out to him. How sad it must be to lose someone you love and then be ridiculed for being the only one who had the decency to tell that person the truth when they asked to know.

I recently took a home health-aide course which taught me, among other things, how to deal with the terminally ill patient. We were given literature that is sure to offer comfort to people in a similar situation. It was put together by the Southwestern Michigan Inservice Education Council and it is called "The Dying Person's Bill of Rights." Will you please print it? — Been There And Back.

DEAR B.T.A.B.: Thank you in behalf of the countless people you have helped today. Here it is:

THE DYING PERSON'S BILL OF RIGHTS

I have the right to be treated as a living human being until I die.

I have the right to maintain a sense of hopefulness, however changing its focus may be.

I have the right to be cared for by those who can maintain a sense of hopefulness, however changing this might be.

I have the right to express my feelings and emotions about my approaching death, in my own way.

I HAVE THE RIGHT to participate in decisions concerning my case.

I have the right to expect continuing medical and nursing attention even though "cure" goals must be changed to "comfort" goals.

I have the right not to die alone

I have the right to be free from pain.

I have the right to have my questions answered honestly.

I have the right not to be deceived.

I have the right to have help from and for my family in accepting my death.

I HAVE THE RIGHT to die in peace and dignity.

I have the right to retain my individuality and not be judged for my decisions, which may be contrary to the beliefs of others.

I have the right to discuss and enlarge my religious and/or spiritual experiences, regardless of what they may mean to others.

I have the right to expect that the sanctity of the human body will be respected after death.

I have the right to be cared for by caring, sensitive, knowledgeable people who will attempt to understand my needs and will be able to gain some satisfaction in helping me face my death.

A death in your family is a time of great sorrow. It is important to go through a period of grieving. You will feel sad and depressed. Don't try to hide your feelings. Some people take sleeping pills to shut out the unhappiness that they feel. Some people throw themselves into lots of activity in order to forget their loss.

Trying to escape from the pain can be harmful. A person must mourn and face the loss of a loved one some time. If we face our loss in the beginning, our unhappiness will become less as the months pass.

PART 2

FUNERAL ARRANGEMENTS AND COSTS

When someone dies, the family must make funeral arrangements. There are many choices to be made at the time. This section is written to help you understand funeral arrangements and costs. The wisest thing you and your family can do is to talk about the arrangements while everyone is in good health.

IN
MEMORY
OF
John Doe
May God be with you
6-3-36
7-4-80
Mrs.
Loved
all she
1-7-3
1-21-7

Listed here are some vocabulary words that may be new to you. Ask for help with any that you cannot read or understand.

1) FUNERAL: Service held for dead person before burial.
2) FUNERAL DIRECTOR/MORTICIAN/UNDERTAKER: Different names for business people who prepare bodies after death, and conduct funerals.
3) MORTUARY/FUNERAL HOME: Place where bodies are kept until burial takes place.
4) COFFIN/CASKET: Container for body after death.
5) EMBALM: Replace body fluids with chemicals to preserve a body after death.
6) INTERMENT: Burial in the ground in a cemetery.
7) MAUSOLEUM: Above ground building where caskets are stored.
8) CRYPT: Burial space in a mausoleum.
9) CREMATION: Burning of body and casket. Ashes may be saved in an urn.
10) URN: Container for ashes after cremation.
11) COLUMBARIUM: Special building usually at a cemetery where urns with cremated ashes are kept.
12) NICHE: Small space where urn is kept.
13) MEMORIAL SERVICE: Service held in memory of someone who has died.

Most funerals and burials cost more than $2,000. There is no need to spend this much money. Consumer Reports Magazine did a study on the costs of dying. Their book, **Funerals: Consumer's Last Rights,** confirmed that needless costs are often charged to families. Using this study as a basis, let's look at some options to help make decisions. Read the story of Mr. & Mrs. Green.

Mr. & Mrs. Green had been married 43 years. They had two grown children. One winter day, Mr. Green was shoveling snow. He suddenly had a heart attack. He died. Now Mrs. Green and the children had to make final arrangements. This was a new experience for them. They lived in a large city. They didn't know what funeral home to call. They looked in the phone book. They called a funeral home in the neighborhood. When they visited the office of the director, he asked many questions. Of course the family was still quite upset about Mr. Green's death. He was such a healthy man. The funeral director began to ask about the necessary arrangements. He wanted to know about clothes, flowers, music, other services and burial. The family had not discussed these matters before Mr. Green died. They were very upset, so they let the funeral director make the suggestions. They went into a room called a selection room. It was full of caskets. Most of them were very expensive. The funeral director explained that the price of the casket included many other services.

Included was embalming and a viewing room so friends could come to pay their last respects. Mrs. Green's daughter began to ask questions about the costs. But it was just too difficult. Somehow it didn't seem right to be talking about money. She felt guilty. Nothing was too good for her dear father.

Now Mr. Green's survivors had to decide whether to bury his body or have it cremated. If they chose burial, should it be in the ground or in a mausoleum? If they decided on cremation what should they do with the ashes? Should the ashes be buried or kept in a columbarium? Trying to make these decisions was very difficult. In the months to come, Mrs. Green and her children would be amazed at the amount the funeral expenses had taken out of the $10,000 life insurance money.

Arrangements could have been easier and cheaper. Mr. & Mrs. Green and their grown children should have talked about what to do if one of them were to die.

Read the list that follows. It gives the types of financial and burial arrangements available.

1) Traditional Funeral
2) Direct burial with memorial service
3) Cremation
4) Ground burial
5) Mausoleum burial

It pays to know all the facts

The Green family made arrangements for a traditional funeral. The body was on display at the funeral home for two days. A service was held. The body was then taken to the cemetery and buried. Here is a list of what the family paid for:

Removal of body from home to mortuary
Casket
Embalming
Clothes
Use of funeral home
Funeral director's services
Hearse from funeral home to cemetery
Limousine for family
Flowers for coffin
Police escort
Remembrance book
Newspaper announcement
Cards
Death certificates
Opening and closing of grave
Cost of grave space or cemetery plot
Headstone

For some families it is important to have a big funeral. However, surveys show that lots of Americans believe in inexpensive funerals. Religious leaders point out that the final service is much more important than a fancy casket. One way to reduce the cost is called Direct Burial. This means the body is buried or cremated without viewing in a funeral home. A memorial service is held a few days or even weeks later. If this method is used, you can buy a very inexpensive coffin. Sometimes funeral directors don't even have their cheapest caskets on display. You have to ask. If you choose Direct Burial, be sure to take a friend with you to make arrangements. Most funeral directors are sincere. Some are not. A funeral home doesn't make much money on a Direct Burial. The director might try to talk you out of this kind of arrangement. A friend will be able to be firm about what you want.

Some funeral directors say Direct Burial is bad because survivors need to view the body. Only then can they realize that death really happened. Psychologists and others who study death do not agree. Many say viewing of the body is not necessary. The final memorial service is more important.

Certain religious groups have more definite beliefs. They feel that a memorial service is a spiritual celebration. They also believe that a funeral service with the body present is not necessary. When the body is in the room, people think more about the body and less about the real person. During a memorial service there is no body. People usually talk about the one who has died. The service often ends with people feeling better. They remember the good times spent with the one who has died. They begin to accept the passing.

These things are a matter of personal opinion. You and your family should talk about your feelings. If you agree that Direct Burial makes sense then you should not consider anything else when someone in your family dies. You might want to join a memorial society. A memorial society is a group who gives advice to people who want low cost, dignified burial arrangements. These groups are usually run by volunteers who belong to a local church. The society does not carry out final arrangements. The main purpose of a memorial society is to help families plan for death ahead of time. There is usually a small fee to join a society.

Some memorial societies have an agreement with a funeral home. If a member of the society dies, the funeral director will conduct a low cost funeral or arrange for Direct Burial. Many funeral homes will not work with a memorial society. This is because the mortuary can't make much money on a simple funeral. If you would like information about a memorial society near you, look in the phone book. Look for MEMORIAL SOCIETY or FUNERAL SOCIETY. The listing could start with the name of your city. In Indianapolis the listing in the white pages is Indianapolis Memorial Society. It is under the Unitarian Church.

The following Indiana cities have memorial societies:

- Bloomington
- Fort Wayne (Northeastern Indiana Memorial Society)
- Indianapolis
- Muncie
- Valparaiso
- West Lafayette

Cremation means burning the body in a special chamber. The ashes and bone fragments are saved. They are put into a container called an urn. Cremation is less expensive than a traditional funeral and burial. The United States still has land left for ground burial. In some places in the world everyone must be cremated because there is no burial land left.

There are two types of cremation. Direct cremation means the body is cremated right after death. A service is then held, usually with the ashes present. The second type of cremation is almost as costly as a traditional funeral. The body is viewed at a funeral home before cremation. This means the survivors have most of the expenses listed that can be expected from a traditional funeral.

Making decisions about the funeral or memorial service is step one. Step two is making final plans for the body or ashes.

Ground burial means the coffin or urn is placed in the ground in a cemetery. It costs a lot to bury a casket. This cost is separate from the funeral home cost. You pay for the land or plot and a coffin enclosure so the ground won't sink. You also pay for the opening and closing of the grave. Finally, there is the price of a marker or monument. Some cemeteries sell markers that are all the same size. You don't have a price list from which to choose.

Another choice is to buy space in a mausoleum. This is a building that has places for caskets called crypts. Some people prefer to have their remains in a building instead of in the ground. A crypt is usually more expensive than a grave plot.

Cremated remains may be kept in a special building called a columbarium. It has small spaces called niches where the urn is placed. In every state except Indiana, ashes may be scattered.

Some people buy a plot in a cemetery or a space in a mausoleum long before they die. The idea is a good one. However, you should be careful. This is an area popular with swindlers or thieves. Some people have made money selling spaces in a mausoleum that hasn't been built yet. The salesmen never even planned to build it. People who paid lost their money. Sometimes cemeteries are sold. The new owner might not honor your plot agreement with the first owner. If you buy ahead of time, check with a lawyer and the Better Business Bureau. Beware of door to door salesmen and telephone or mail offers.

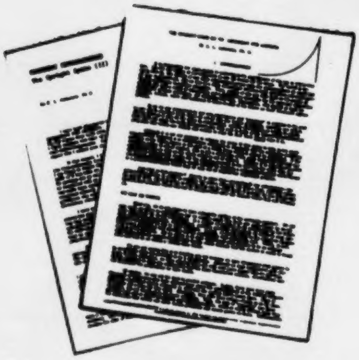
PART 3

IMPORTANCE OF PLANNING AHEAD

Most of us expect to live a long time. We expect to have grown children and probably grandchildren before we die. However, no one knows for sure how long he/she will live. It is very important to plan ahead for the unexpected. It is wise to have life insurance. This pays money to your family when you die. To find out more about life insurance, read the SAT Packet, Consumer Economics 18.

Other benefits you should know about are the Social Security and work benefits. The Veterans Administration also pays a death benefit to veterans.

Everyone should have a will. This is a legal document. It tells who you want to have your property and money after you die. If you don't have a will, the government decides who gets what.



ACTIVITY 3

Read the pamphlets "Where There's A Will" and "Without A Will in Indiana." Then answer the following questions. Make all of your answers in your Student Response Booklet. If you have trouble, ask your teacher for help.

1) List three reasons why a will is important.
2) What is the Law of Descent?
3) A woman has three children. Her husband

dies suddenly without a will. What part of the estate will she get?

4) Suppose you die without any survivors and without a will. Who gets your money?
5) Why is it important to have a lawyer do your will?
6) What does an executor or executrix do?
7) What is a GUARDIAN?

ACTIVITY 4

This Activity concerns making a will. If you already have a will, you may choose not to complete it. But if you do not have a will, complete and write the answers in the Student Response Booklet.

1) List the things you own.
2) List the people you want to have your things when you die.
3) Do you have minor children (under age 21)? Who would you like them to live with if you died suddenly? What if both you and their other parent died together? If you don't decide these things the courts will decide them if you die!
4) Call two lawyers and ask the charge for writing a will.

Will always
Love You!

STUDENT RESPONSE BOOKLET

H-12
LIVING WITH DYING

Name: ______________________________

Date: ____________________

ACTIVITY 1

Write your notes on a Living Will below:

ACTIVITY 2

List the three rights that seem most important to you:

1)

2)

3)

ACTIVITY 3

Write your answers below:

1) Three reasons: 1
2
3

2) Law of Descent:

3)

4)

5)

6)

7) Guardian:

ACTIVITY 4

1) List the things you own:

2) List the people:

3)

4) Charge for writing a will:
First Lawyer:
Second Lawyer: